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ABSTRACT

A project demonstrated that a workplace literacy model can be replicated in large and small businesses with significant learner outcomes and used to improve worker productivity. It served 938 employees of 4 partners at 12 sites, including 2 large and 1 small manufacturing plants, major health care system, and multiple small businesses. Diverse, customized curricula were developed that accommodated a variety of learning styles, learner abilities, and a wide range of essential skills (reading, writing, mathematics, communication, critical thinking, problem solving, conflict resolution, and team building). The multifaceted, multileveled systems approach for course evaluation allowed for documentation of increases in productivity and distribution of the training model. In courses with technical information in the content, the system included a pretest. Besides checkpoint tests for each instructional module or chapter, a posttest measured individual and program outcomes. Ongoing evaluation included follow-up with multiple groups within the plant. Return on investment for the company was analyzed through collection of company data. Program dissemination involved 42 conference presentations, materials dissemination, and replication of the model in other businesses. (Appendixes contain the following project products and materials: course descriptions; evaluation data and sample instruments; sample material for English as a second language; sample presentation packets; and an external evaluator report that concludes the project was successful.) (YLB)

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ED 425 312

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Final Performance Report

1994 to 1998

National Workplace Literacy Program

Reported by:

Wilma Sheffer, Director

Workplace Literacy Services Center

Community Development Division

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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St. Louis Community College

CE 077 610

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New Paradigm for Effective Workforce Skills
PR Award: V198A40247-96A
Final Performance Report

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Part I

Six Month Report

COVER SHEET

OMB No. 1880-0532
Exp. Date: 7/31/98

U.S. Department of Education
GRANT PERFORMANCE REPORT

1. Recipient Name and Address:	2. PR/Award No. (e.g., H158A20021-95)
St. Louis Community College Community Services, Literacy 300 South Broadway St. Louis, MO 63102	V198A40247-96A
3. Project Title: National Workplace Literacy Program	
4. Contact Person: Wilma Sheffer	5. Telephone Number: (314) 644-9603 Fax Number:
6. E-Mail Address:	7. Performance Reporting Period:
8. Current Budget Period (From Block 5 of Grant Award): 11/01/96 - 3/31/98	

9. Report on Current Budget Period - Federal

	Budget Categories	Federal Obligations	Non-Federal Obligations
A	Personnel	$ 201,714.21	$ 34,225.75
B	Fringe Benefits	49,105.88	6,189.39
C	Travel	12,243.78	2,242.35
D	Equipment		17,545.00
E	Supplies	11,032.57	3,228.31
F	Contractual	1,128.44	2,138.15
G	Construction		
H	Other	990.00	116,996.76
I	Total Direct Costs (Line A - H)	$ 276,214.88	$ 182,565.71
J	Indirect Costs	22,152.12	
K	Training Stipends		
L	Total Expenditures (Line I - K)	$ 298,367.00	$ 182,565.71

10. For projects that require matching funds or other non-Federal contributions, please provide totals.
$ 182,565.71

11. Will there be any unobligated grant furnds at the end of the current period? YES [ ] NO [X]

Authorized Representative:
Name (typed or printed): Daisy Corlew
Title: Supervisor, General Accounting
Signature: X Daisy Corlew
Date: 6/26/98

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NATIONAL WORKPLACE LITERACY PROGRAM

SEMI-ANNUAL PERFORMANCE REPORT

INSTRUCTIONS: Please complete the attached two-page form concerning learner participation and learner gains and return it to your Education Department Project Officer within 30 days after each 6-months anniversary of your National Workplace Literacy Project grant award. AN ORIGINAL AND TWO COPIES OF EACH SEMI-ANNUAL PERFORMANCE REPORT ARE REQUIRED.

For this purpose, your Project Officer is:

NAME : Paul Geib - NWLP Program Officer

ADDRESS : U.S. Department of Education
600 Independence Ave. SW
Mary Switzer Bldg., Room 4517
Washington, DC 20202 - 7242

TELEPHONE: (202) 205-9962

NOTES: Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-0522, 20503.

OMB #1830-0522
Exp. 9/30/96

NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: New Paradigm for Effective Workplace Skills

Partners: BJC Health Systems Location: St. Louis, Mo.

Report Period: From: 11/1/97 Date Submitted: _____

To : 3/31/98

Part 1: Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): 920

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): 82

3. Target number that were intended to be served during this 6-month period: 60

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	001 BJC Barnes - Jewish	99	1799
2	004 BJC Christian NE	26	514
3			
4			
5			
6			
7			
8			
9			
Total		125	2313

* Contact Hours means the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 105,262.82

2. Matching Funds or In-Kind Matching Obligated this Period: $ 36,174.11 (35% match)

NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report, Cont.

Part 3. PARTICIPATION DATA --

1. Enter the number of learners (unduplicated count) who have participated in the programs offered to date in the project (cumulative).

PROGRAMS	WHITE, NOT OF HISPANIC ORIGIN	BLACK, NOT OF HISPANIC ORIGIN	HISPANIC	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	TOTAL
A. Adult Basic Education (Basic Skills)	408	237	28	7	65	851
B. Adult Secondary Education (GED)	NA					
C. English as a Second Language	NA					
TOTAL	408	351	28	7	65	851

2. Indicate the average age of all learners participating in the project to date (cumulative). 34

3. Indicate the number of all learners participating in the project to date by gender (cumulative). Females: 461 Males: 390

PART 4. EVALUATION DATA – Enter the total number (duplicated count of learners who have shown improvement on outcome measures* to date (cumulative) in the project.

OUTCOME MEASURES*	Number of Participants Who Have Shown Improvements
A. Basic Skills	
B. Communications Skills	
C. Problem Solving Skills	
D. Work Productivity	
E. Work Attendance	
F. Self Esteem	
G. Obtained GED	
H. Other (designate) *	1103

* For each outcome for which improvements have been indicated, append a description of the outcome and of the tests or other instruments used to measure the outcome.

NOTES: In addition to scheduled performance reports, EDGAR, 34 CFR 74.84 and 34 CFR 80.40, require that significant developments be reported as soon as they become known.

* Customized evaluation measure: Worker/Supervisor/Manager focus groups 3 - 6 month follow-up on transfer of skills to workplace. Figure would be higher percentage of total, but was affected by participant reading/subject matter comprehension giving higher tha accurate pre-test scores.

Part II

Project Summary

The New Paradigm for Effective Workforce Skills

PR Award: V198A40247-96A

Final Performance Report

Part II: Project Summary

The New Paradigm for Effective Workforce Skills (hereinafter referred to as New Paradigm) made significant progress toward the fulfillment of all objectives as delineated in the original proposal. The development of a workplace literacy model that can be replicated in both large and small businesses with significant learner outcomes and that can be utilized to improve productivity by workers was demonstrated in this project. Continuing efforts of St. Louis Community College's Workplace Literacy Services Center to market and utilize the New Paradigm model systems include direct pay for services and welfare-to-work initiatives.

Under the auspices of this grant, new systems were developed and tested in both large and small businesses. The **Part III** narrative details the project outcomes. The following generalized statements summarize the salient outcomes of the New Paradigm project:

- Development and improvement of a viable workforce training model: the New Paradigm provided a learner-centered approach that combined meaningful workplace-related content with interactive learning processes for 1,433 course participants. (See **Figure 1: Summary of Courses** on page 7 for course listing and enrollment data.)
- The project provided us with opportunities to work with numerous businesses, in type, size, and worker diversity. As the New Paradigm program evolved we learned to identify businesses, based on culture and business practices, that would make the necessary commitment to achieve successful partnerships and programs. The Baldor Electric Company and BJC Health System were central to our ability to demonstrate effective educational models. We had the unique opportunity to upgrade the entire

workforce of Baldor over a period of several years. When workers had successfully achieved the mastery levels in our courses, Baldor staff could then provide the technical skill improvement training. Baldor also reformed its selection process for new workers, hiring those workers who could demonstrate skill competencies prior to employment. The BJC Health System provided the site and support for training their low-skilled workforce. This pilot provided us with an opportunity to learn how to effectively serve a population similar to those we will serve within our welfare-to-work programs. We also learned that systemic, corporate decisions must be made to develop on-going educational programs and support systems for employees in these entry-level positions. We believe this need for initial and on-going training will emerge in most, if not all, of the job sites for this unskilled, undereducated workforce.

- The model provided customized materials that accommodated a variety of learning styles, learner abilities, and a wide range of essential skills (reading, writing, mathematics, communication, critical thinking, problem-solving, conflict resolution, and team building). A complete set of course materials that were developed for use in the New Paradigm program are provided with this report. See **Appendix A: Project Products and Materials** for brief descriptions of the courses.

- Our instructors learned and utilized facilitation skills that proved more engaging for learners. The Paradigm grant provided many opportunities to demonstrate the effectiveness of facilitation versus lecture-based instructional methods within a variety of courses and training programs.
- Staff development activities included both group and individual development, all of which contributed to the development of a dedicated and competent staff. Our formative evaluation in year one reported on the systems approach to the development of our program's model for training. Our staff's ability to work cooperatively toward consensus decisions led to formal adoption of a team management approach for various aspects of the program (e.g. curriculum development, training new facilitators.)
- Staff retention was excellent through year two. As our program began to downsize in year three, two full-time staff members (one Coordinator and the Project Associate) left voluntarily for other opportunities. This reduction had no adverse effect on our activities or outcomes. Per our original staffing plan, part-time facilitators carried the bulk of course instruction while the Coordinator's primary function was to organize and manage the various details of the training programs.
- Dissemination of the project included 42 presentations being made at national, state, and local conferences, the dissemination of our materials upon request to external organizations, and replication of the New Paradigm model in other businesses within the St. Louis area. Sample presentation packets are included in **Appendix D**.
  - ⇒ Transfer of the model program was demonstrated in seven other small business sites to serve English as a Second Language workers.
  - ⇒ The New Paradigm was replicated in year two at one small business site, Henges Manufacturing, Inc. where Baldor's modified ***Basic Blueprint Reading*** course

achieved the desired outcomes with excellent transfer to the Henges workplace.

⇒ As mentioned above we were also able to replicate the New Paradigm model *within the BJC Health System* at two separate hospital locations during the 1996-98 period.

⇒ We were able to develop an effective training and support program for entry-level workers in the BJC Health System. (See our external evaluator's report for details of New Paradigm's *Workplace Success* course that targeted and served entry-level workers in the BJC Health System as well as our evaluations of this pilot in **Attachment 1**.)

Part III

Project Status Report

Objective 1
New Paradigm Service Goal and
Program Description

Objective 2
Model Assessment and
Evaluation System

Objective 3
New Paradigm Curricula Transfer

Objective 4
Productivity and Performance Outcomes

Objective 5
Model for Dissemination

Part III. Project Status

We have utilized the objectives from the proposal to structure our project's final report. In this manner, project outcomes will be linked to our initial goals.

- *Measurable objectives for the New Paradigm are to:*

Objective 1:

Provide educational counseling and workplace basic skills training for 396 workers who are currently employed in the partner companies plus new hires who demonstrate a need for skill upgrades {page 24}.

The New Paradigm for Effective Workforce Skills served an unduplicated count of 938 participant-workers who were employed by four (4) partners at twelve (12) sites. A duplicated count of 1,433 was recorded as the total participants in all courses, demonstrating that approximately 35% of the participants were enrolled in more than one course. Gender-wise the participants were about equally divided with 49% female and 49% male participants (1% missing data). Ethnic diversity percentages were 57% white, 30% African-American, 9% Asian, 3% Hispanic, and less than 1% American Indian. Participant average age was 34 years old. (See **Figure 2: Data Report** on page 8a for each reporting period).

Both small and large businesses partnered with St. Louis Community College to develop and implement courses, workshops, and individualized instruction during this three and one-half year grant. A no-cost extension increased the term of the grant for an additional five-month period. Our partners included: Baldor Manufacturing, the BJC Health System, Sigma Chemical Company, Andy's Seasonings (a small business site), plus other small business sites: Biltwell Clothing, Harvard Industries, Hyatt Regency Hotel, Lennertson Sample Company, St. Louis Cold Drawn, Inc., TopCare Lawn

Maintenance, Henges Manufacturing, Inc., and Christian NE Hospital (an additional site within the BJC Health System.

The diversity of businesses included two large manufacturing plants, one small manufacturing plant, a major health-care system, and multiple small businesses. This promoted the development of diverse curricula that were required to meet the unique needs of workers in each workplace. A description of each course may be found in **Appendix A**.

The development of any instructional program followed a systematic format that included:

- partnering with management and workers to identify specific training needs;
- developing a curriculum that integrated contextually meaningful content that was combined with facilitated, interactive learning processes; and
- evaluating the courses with multi-faceted instruments and techniques that attempted to identify outcomes for the participants, for the company, and for our on-going program improvement.

The development of instructional curricula required close coordination between an instructional design team and our production team. As we soon learned, the time and expense for development and instruction of a course equaled the cost for production. The materials were designed purposely to contribute to the participants' ability to learn the content while reinforcing metacognition processes. With this system, reading, math, and writing skills improved as shown by pre-test and post-test outcomes. The contextually meaningful materials contributed to the *New Paradigm's* participants' success. (See **Figure 3: Project Management System** on page 8b for a graphic representation of the development, design, and evaluation system of the New Paradigm model.)

Multiple methods of recruitment were utilized depending upon the employer-

employee relationship and the course objectives. In several locations all employees, including the management, were given the pre-test. Anyone who did not achieve the minimum score (80%) was required to attend the classes that were provided through New Paradigm with release time to attend classes given to workers in these cases. In other locations, workers volunteered as participants with partial release time (50/50) or without release time as in some small business environments. In each location all workers were counseled regarding their skill and achievement status at the beginning and end of the course.

Figure 1

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Summary of Courses

Dates	*Organization*	*Participants*	*Course Title*
Apr.–Aug. 95	Baldor Electric Company	129	Basic Blueprint Reading
May.–Sep. 95	Baldor Electric Company	112	Basic Workplace Communications
July–Dec. 95	Biltwell Clothing	49	ESL, Basic Skill Upgrades
July–Dec. 95	Harvard Industries	18	ESL, Basic Skill Upgrades
July–Dec. 95	Hyatt Regency Hotel	13	ESL, Basic Skill Upgrades
July–Dec. 95	Lennertson Sample	15	ESL, Basic Skill Upgrades
July–Dec. 95	Topcare Lawn Maintenance	7	ESL, Basic Skill Upgrades
Sep. 95–Jan. 96	Baldor Electric Company	288	Basic Skills for Gauges and Measurements
Feb.–May 96	Baldor Electric Company	128	Basic Blueprint Reading, Lamination
Feb.–May 96	Baldor Electric Company	41	Basic Blueprint Reading, Stamped Parts
Feb.–May 96	Baldor Electric Company	14	Basic Blueprint Reading, Math
Mar.–May 96	Baldor Electric Company	12	Basic Blueprint Reading, Lines
Apr.–July 96	St. Louis Cold Drawn Inc.	10	ESL, Basic Skill Upgrades
Apr.–Aug. 96	Henges Manufacturing Inc.	38	Basic Blueprint Reading
June–Sep. 96	Sigma Chemical Co.	25	Math Foundation II (calculator)
July 96	Sigma Chemical Co.	19	Math Foundation II
July 96	St. Louis Cold Drawn Inc.	12	Workplace Skills Enhancement
Sep. 96	St. Louis Cold Drawn Inc.	9	ESL, Basic Skill Upgrades
Dec. 96	BJC Health System	8	Improving Department Document
Jan. 97	BJC Health System	20	Strategies for Pre-Technical Training
Jan. 97	Sigma Chemical Company	7	Workplace Math
Jan. 97	Sigma Chemical Company	14	Communication Skills I
Jan. 97	BJC Health System	11	Giving and Receiving Criticism
Feb. - Apr. 97	BJC Health System	77	Customer Service Training
Feb. 97	BJC Health System	13	Writing Documentation
Mar. 97	Sigma Chemical Company	10	Communication: How to Give & Receive Criticism
Apr. 97	Sigma Chemical Company	16	Written/Oral Communication
Apr. - Aug. 97	BJC Health System	10	Customer Service Training
June 97	BJC Health System	9	Business Writing
6/17 - 8/28/97	BJC Health System	58	Customer Service Training
8/19 - 12/23/97	BJC Health System	96	Customer Service Training
1/28 - 3/31/98	BJC Health System	59	Workplace Success Project
3/10 - 3/31/98	BJC Health System-Christian	86	Workplace Success Project
4/95 - 4/98	**Total**	*1,433*	

Figure 2

Data Report - Student Ethnic/Gender Information

Period 4

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		New Stud
259	16	13		40		198	130		328		91

Period 5

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		New Stud
47	82	1		2		43	89		132		113

Period 6

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		New Stud
31	114			1		63	83		146		146

Period 7

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		New Stud
26	101	1		1		32	97		129		127

Total of Periods 4 - 7

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		New Stud
363	313	15		44		336	399		735		477

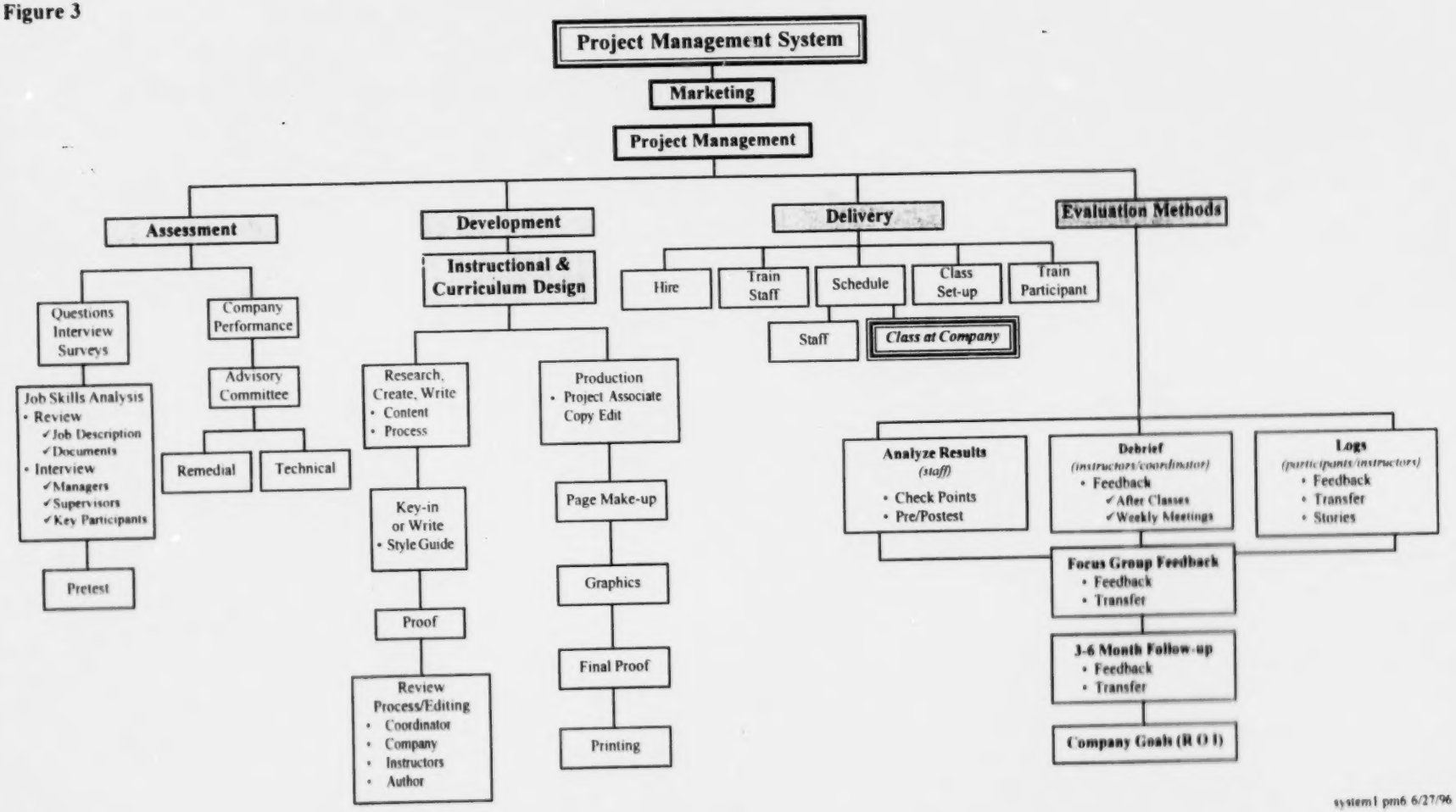
Total of Periods 1 - 3 (Note: Period contains Ethnic/Gender info. inaccuracies due to missing data, *Total Student* number is accurate

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		New Stud
314	35	26	7	61		252	187		461		461

Grand Total of Periods 1 - 7 (Note: Ethnic and Gender inf. inaccuracies due to missing data, *Total Student* number is accurate)

White	Black	Hispan.	Nat.Am.	Asian		Male	Female		Total Students		Cumulative/Unduplicated Student Number
677	348	41	7	105		588	586		1196		938

Figure 3



system1 pm6 6/27/96

Objective 2:

Develop model assessment and evaluation systems which will create new qualitative and quantitative measurement tools for workers in similar industries {page 25}.

The New Paradigm model assessment differs from the "classical" and theoretical models that adhere to a strict job audit system. The New Paradigm model puts less initial emphasis on doing the task analysis and more attention on developing a strong rapport with key management and workers that is followed with an informal job audit. At each new business site our partner company provided general direction for the training, and we gathered lots of information from key personnel to utilize in the course development. *(See original proposal, page 18.)* After technical and basic skill teachers had an opportunity to organize and plan the course, the course draft was provided to the partner's key personnel for verification and approval. With all changes approved, the course content was ready for production with the understanding that evaluation, revision, and refinement of all course elements were subject to continuous improvement.

The systems approach for course evaluation is multifaceted and multileveled throughout and following the course. In courses that included technical information in the content (e.g. Basic Blueprint Reading), the system included a pre-test that related to actual job knowledge and skills (what the worker "needs to know and do") that were combined with the skill-building processes as facilitated through interactive learning sessions. In addition to checkpoint tests for each instructional module or chapter, a post-test at the end of the course provided one measure for individual and program outcomes.

Reflection was a key component of the evaluation system. Debriefing sessions

were conducted by the facilitation team members on a day-by-day basis. The coordinator provided support through mentoring and coaching for individual facilitation team members based on observed performance in the classroom. In some courses, participants wrote weekly or biweekly student logs that captured their individual reflections on what was or was not working. The facilitators who were responsible for the class provided a written response, answering questions or providing the rationale as to why some things could or could not be changed, and made changes where possible to alleviate student problems or learning barriers.

Positive attitude changes were observed by the facilitators, reported in the focus-group sessions, and documented through NWLIS data collection instruments during the first three reporting periods of the grant. This latter observation came through the keen insight of our project associate who was responsible for maintenance of our NWLIS data collection system. She observed that participant response forms initially were very incomplete with approximately 50% of the respondents omitting information and especially for questions that referred to salary, skills ability (e.g., "How do you rate yourself?"), and personal information (such as, "Do you have a second job?"). In subsequent courses to these same participants, a noticeable increase was evident in responses to these questions. In addition, participants began to report new interests in continuing educational pursuits, with the main interest being computer technology training that was not allowable under the auspices of this grant.

Ongoing evaluation included follow-up with multiple groups within the plant: supervisors, participants, and at times, even the instructional team. We utilized a three-month or longer follow-up period to determine how the instruction transferred to actual

job performance.

Lastly, return on investment for the company was analyzed through the collection of company data to see whether significant changes had occurred. In Baldor's case, the external evaluator was able to discern a reduction in scrap for the department that was trained in the initial ***Basic Blueprint Reading*** course as compared with a lack of change in departments not trained in the course. The external evaluator took various company data from a 10-month reporting period and utilized a computerized program to determine statistical differences. **Figure 4: Baldor Electric Company Test Outcomes** provides statistical data related to the total training program at Baldor with pre-test and post-test score comparison. See **Appendix B** for evaluation data and sample evaluation instruments for the New Paradigm project.

Objective 2 specified our plan to benchmark our model with other programs. Many opportunities to share our information at various conferences provided benchmarking opportunities. Since we conducted 42 conference sessions, informal exchange of ideas promoted many good ideas that contributed to our program improvement.

During the third program year two staff benchmarked the New Paradigm program with the Colorado NWLP program, directed by Mary Gershwin. Colorado's curricula development, as well as similar industry partners, provided a similarity between programs that was interesting. We were interested in how Colorado developed centralized program management for a number of community colleges, and how they planned to utilize regular community college funding streams for program continuation. This benchmarking process provided a way to validate or improve some of our practices.

It also offered an opportunity to share our program's operation, materials, and best practices with Colorado NWLP staff.

Figure 4

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Summary of 1995–96 Courses

Baldor Electric Company Test Outcomes
Blueprint Reading and Gauges & Measurements Courses

Dates	*Course Title*	*Participants*	*Pre-test Score (avg.)*	*Post-test Score (avg.)*	*Percent of Increase*
Apr.–Aug. 95	Basic Blueprint Reading	129	34.90	86.21	**147%**
Sep. 95–Jan. 96	Basic Skills for Gauges and Measurements	288	44.20	89.25	**102%**
Feb.–May 96	Basic Blueprint Reading, Lamination	111	66.74	91.84	**38%**
Feb.–May 96	Basic Blueprint Reading, Stamped Parts	41	61.32	89.42	**46%**
Feb.–May 96	Basic Blueprint Reading, Math	14	39.08	84.62	**117%**
Mar.–May 96	Basic Blueprint Reading, Lines	12	37.08	100	**170%**
	Total	**595**			

Objective 3:

Develop, validate, refine, reproduce, and disseminate systematic basic skills curricula that are competency-based and transferable to other similar industries {page 25}.

Specific information on our methods for conducting literacy audits and developing curricula was provided earlier in this report, and additional information is also reported within the report under the fifth objective related to project dissemination.

Through our experiences, especially at the Pepsi and Monsanto locations, we gained valuable insights into the essential commitment that must be established for any

successful program. As a stakeholder and responsible partner, the educational provider must be discriminating about partnering. We now conduct an extensive interview with prospective business partners, and we negotiate for those factors, such as paid release time for program participation, that will assure success.

Model materials are now available for dissemination to other agencies on a cost-recovery basis. We are also available to contract for train-the-trainer services or other technical assistance that business or other educational organizations may require to implement the New Paradigm model of workplace literacy education.

The other aspects of objective three have been thoroughly covered in other parts of this document.

Objective 4:

Create a system for documenting productivity and performance outcomes for workplace literacy programs {page 25}.

Our systematic evaluation processes provide for *(a) the number of workers who acquire workplace skill competencies*. In addition to approximately 325 Baldor workers, 613 workers were served in other locations for an unduplicated count of 938 workers served.

Increases in productivity and distribution of the training model can be documented through our systematic evaluations. Focus group feedback sessions with supervisors provide documentation of what supervisors say the workers can do now that they could not do prior to training. Transfer of training to multiple ESL sites, Henges small business site, Sigma Chemical Company, and the BJC Health System documents our efforts to distribute and replicate our model within many additional sites.

Although there are numerous operational ideas that have resulted from the New Paradigm project, both within the companies that we serve and in our own operation of workplace literacy programs, one small but important improvement that increased worker effectiveness and which was implemented through our services is the use of job aids to assist workers. We employed a "Job Aid Contest" to generate interest and input from workers. The resulting job aids demonstrated the workers ability to problem-solve and develop creative solutions in the workplace. This contest promoted employee value within the company and increased positive attitudes while contributing to the continuous improvement of workplace practices.

We also saw the negative effect that having 288 participants enrolled in one-hour classes per week had on production. Though this problem, we learned how to improve future scheduling of workers and courses to continue the educational processes while understanding the consequences of lost production time.

We created new support systems for entry-level workers at the BJC Health System by training line supervisors in coaching techniques for use with new entry-level (low-skilled) employees. We provided additional support for these entry-level workers by training peer workers as "liaisons" to provide the one-to-one daily reinforcement of our classroom activities for those same workers. This innovation provided additional training in effective communication skills and conflict resolution that is important to the retention and development of low-skilled employees. We learned that both beginning workers and front-line supervisors must be similarly trained in the same skills if transfer of learning is to be successful. See **Attachment 1** for evaluation of this program.

Objective 5:

Create a model for dissemination of workplace literacy programs {page 26}.

The plan for dissemination of the New Paradigm program included the replication of the model at small-business locations in the second and third years of the project. Our progress is provided in the following narrative. For the record, these small business sites were not required to provide match funds for the federal dollars, although some match funds were voluntarily generated and recorded from these business sites.

Andy's Seasonings, the small business partner, was served in the first year of the project with on-site English as a Second Language (ESL) and basic skill instruction. The problems of teaching ESL in a workplace surfaced at this location, namely, the problems associated with the development of appropriate, job-related ESL for workers. Taxing work and home schedules, maintaining the necessary skills to remain employed while learning the core skills that are required challenge any worker who does not possess English skills, much less the higher skills required by today's workplace. While the work ethics of the foreign-born may be a strong hiring incentive for the employer, the language and cultural barriers provide the challenge to keep these workers employed. The mutual needs of employer and worker provide a strong rationale for the development of a new paradigm for ESL in the workplace. However, as we sought external help from the "ESL experts" for the specific ways to meet the needs, we found only traditional ESL models, such as the development of multiyear and multilevel educational programs to develop English skills. Assessments, methods, and techniques that may be effective in a formal ESL educational program have little application in a workplace, and Andy's Seasonings was not an exception.

While beginning our services at Andy's, several changes occurred there in 1995–96 that altered our initial plans for serving this workforce. As a result of the implementation of a new technology to mix, measure, and process its product, the day-to-day work requirements changed for the workers. Though we did not continue the ESL classes beyond the first project year, many of the employees continued their education, acquiring GED's and enrolling in additional technical courses within institutions of higher education. Mr. Anderson applauded our efforts to initiate the program which he felt contributed to the motivation of his workers to continue learning after our classes ended.

From our initial experience with Andy's, we wanted to continue our development of a "new paradigm" for ESL instruction in the workplace, and we expanded our services to other small-business sites with services at the following locations during 1995 through 1996.

Lennertson Sample Company is a family-owned business, which makes sample books of fabric swatches. The company was moving to rural Missouri to set up its shop, with one-half of the workforce being Vietnamese. The owner wanted to retain as many of these workers as possible, but he knew that most were not willing to leave their cultural support system in the city to begin again in small-town Missouri. We offered 18 hours of highly targeted instruction, mainly in the area of pronunciation improvement and confidence-building skills to 15 workers. Follow-up evaluation showed that six of these students did elect to stay with the company.

Topcare Lawn Service was another small, family-owned business site served during 1995. This company employs Mexican migrant workers during its peak business

seasons: summer and fall. After our needs assessment, we designed language modules on safety and equipment handling, metric-to-English measure conversion (workers were then able to figure areas mowed), map reading (to get to jobs), and tool/equipment identification. Several of the workers who demonstrated higher language proficiency were also coached on appropriate responses to improve communication skills with customers. The program ran on-site from July to October, with workers receiving an average of 30 hours instruction. Two of the workers showed enough improvement in their language skills that they were offered full-time jobs as field foremen. During the winter of 1995, the coordinator continued to work with the owner of Topcare to create a list of needed language competencies including cultural awareness and customer service. As was the case at Andy's, where so much of the business success (and our involvement) depended on one key person, business difficulties within the company became the owner's priority.

Two more small-business sites were added to the project since January 1996. **St. Louis Cold Drawn Inc.** is a family-owned business that processes crude steel pipe for use by larger manufacturers, such as GM, Delco, and Maytag. As a secondary supplier to these companies, St. Louis Cold Drawn was seeking Q.S. 9000 certification. This certification required complete documentation of all quality procedures, a task that was too difficult for the hourly workers, the majority being Vietnamese. New Paradigm served small groups of workers with on-site language classes with the participants being able to demonstrate improved oral communication skills to meet the demands of the workplace.

Henges Manufacturing, with a total of 88 workers, makes prefabricated

structures for commercial use. The ***Basic Blueprint Reading*** course was provided for all the hourly workers, support staff, and front-line supervisors. Our experiences at Baldor proved to us how effectively we could meet basic skill needs in math and reading by incorporating these skills into a wider curriculum yet maintaining relevance for both workers and company. Henges was selected as a place to test the replicability of our "new paradigm" instructional system. Again, the improved methods and materials met the challenge with over 90% of the workforce successfully completing the course and acquiring the needed skills. Moreover, in this small business site we witnessed greater cooperation between management at various levels and the line workers than in any other location. Henges provides a company profit-sharing plan with what is called "open book" management. The course learning was connected to several suggestions by employees that saved manufacturing dollars. This was another instance when the New Paradigm affected changes that improved employee status and company profits.

Although our initial grant proposal contained a very small component to serve ESL needs, one of our helping organizations, the International Institute of St. Louis (the major refugee resettlement center) asked that we assist them in serving workplace ESL needs. This request prompted our expansion to two sites where a large influx of Bosnian refugees, and to a smaller extent, Iraqi and Somalian refugees, had been placed in jobs through the assistance of the International Institute. When employed, most of these workers continued to have language needs as well as the unique employability needs that we have previously described in this narrative. In each case we went into those company sites attempting to build our base of experience in serving ESL needs, refining our model of serving workplace literacy ESL needs, and replicating that model.

Instructional staff had a significant learning curve to overcome for our ESL classes. The nature of our classes, with varying student ability levels and short instructional time, forced us to utilize a very targeted approach to instruction. Acquiring materials from other national workplace projects proved to be valuable for us, since we found many of the commercial texts to be unsuitable. We have used material and ideas from Project REEP in Virginia as well as materials from the Chicago area. Commercially prepared assessments were not particularly useful in our courses, so we relied on a combination of oral language assessments and short competency-based modules with pre-test and post-test as well as the students' self-assessments as captured by the NWLIS form. These measures of progress are scored in a holistic manner. (See **Appendix C** for specific sample ESL materials.)

Two referrals where we implemented our model training on-site were the Harvard Industries and the Hyatt Regency, each place with a target of Bosnian workers. **Harvard Industries** employs 135 workers in the manufacture of office chairs. Our target population in the workplace was a mixture of refugees from various countries. Eighteen workers enrolled, with seven completing 20 or more hours of instruction.

The **Hyatt Regency** also requested assistance for their Bosnian employees. The employees worked in housekeeping and stewarding, and we were able to use some instructional material in the Bosnian language as a supplement to our other materials. Our results in the Hyatt were promising, with 18 enrolled, and eight completing 30+ hours of instruction. These enrollees demonstrated gains of 25-35% on the module post-tests. Two of the students advanced to other jobs within the hotel, and one enrolled in a computer science course at St. Louis Community College.

Other results were difficult to document in a formal way, especially for those who left the company. However, we know of at least 11 students from our classes who have been able to obtain other employment, and in some cases, have bettered themselves by finding jobs more akin to those jobs that they left in their homelands, e.g., machinist, mechanic, and draftsman.

At each workplace site, environmental barriers existed, such as voluntary participation in our classes either before or after working long hours. Short, job-related, language-intensive courses were provided with evidence of progress being made by the participants. At each site, despite the commitment by participants, with the increase of overtime, a decline in attendance could be seen, and with that decline the courses ended.

Another source of referrals to a company that was having similar difficulties with ESL workers came to us through a union organization. We were asked by Local 1960 (ACTWU) to respond to such a need in a garment manufacturing company.
The union was experiencing difficulties adequately representing its nonnative workers in **Biltwell Clothing Company**. From June of 1995 to May of 1996 we served 70 workers in ESL and basic skills classes at the Biltwell Clothing Company site. Participation was voluntary for workers and took place after work in the company cafeteria. The voluntary participation affected attendance, as did the wide swings in production. The majority of our students worked piece-time so when there was insufficient work, workers were released early. Some students were so dedicated that they would wait several hours for the regular instructional hours to begin. The outcomes for this program are varied and reflect the difficulty of serving students in an open entry—open-exit program.

Despite the challenges of the class location and the work schedules, Biltwell

employees significantly improved basic communication skills. In ESL–Level One, 36 students enrolled with 12 completing 30 or more hours of instruction. Of those completing, six participants demonstrated marked improvement.

In ESL–Level Two, 20 students enrolled and 10 completed 30 or more hours of instruction. Several of these participants showed good progress, with two students choosing to enroll in further education classes. One Romanian student also enrolled in college and was able to complete her college course with a grade of *B*.

In ***Basic Skills,*** 14 workers enrolled, with seven completing 20 or more hours of instruction. Two students continued studying for their GED degrees, and one studied for her citizenship test.

Attitudinal changes could also be seen at the Biltwell plant, but this time in management's attitude. At this plant, the general manager was not initially supportive of our efforts since the union had invited us to serve the workers. But as the classes progressed and supervisors reported less difficulties communicating with workers, the manager became an advocate for our program, even serving on a panel at a regional conference held here in St. Louis on refugee education. He also paid release time for three of his front-line supervisors to come to the basic skills class to improve their writing and spelling skills.

Coming full circle to reinforce our initial assumptions about why traditional ESL programs do not work in the workplace, our experiences in these numerous sites confirm that the primary purposes of industry conflict with the educational goals of individual workers. In the workplace, it is far too simple to just cancel educational programs when the workplace needs supersede individual worker needs. If we are to survive in the

workplace, it is the educational programs that must adjust. A successful ESL model must create immediate "relief" for management's concerns that workers gain the necessary skills while providing the communication and workplace survival skills that the worker sees as "important" to maintaining a job. The New Paradigm ESL model demonstrated an effective response to these needs.

The New Paradigm's model for transfer to any business was based upon the development of a mutually-beneficial partnership with the business managers and workers to develop a meaningful instructional program. Details of this development system are described elsewhere in this narrative. This model resulted in learning transfer to the workers' jobs and personal lives as documented through numerous evaluation systems.

Part IV

Supplemental Information/Changes

Part IV: Supplemental Information/Changes

The New Paradigm program officially ended on March 31, 1998. The partnership with the BJC Healthcare System has now extended to the new **JobPrep** welfare-to-work program, funded through higher education's welfare-to-work dollars. This exciting program combines the New Paradigm instructional model with a work experience on-site at a business partner's location to develop the work habits and entry-level skills that will be needed for future employment in the selected industry. Career counseling, essential skills, workplace skills, and a "sector specific" training in one of five areas comprise the instructional components. The program is offered over a twelve-week period in a variety of locations. In addition to our business partners who provide work experience sites, we partner with other organizations such as Housing and Urban Development and Missouri's Division of Family Services to recruit and train the participants.

The Workplace Literacy Services Center markets and serves businesses through direct pay-for-services contracts. The New Paradigm model is utilized for these programs.

Workplace Literacy Services Center currently provides numerous short-term workshops for internal staff development within the College. These include skill improvement in communication as well as basic skills such as writing mechanics. Participant feedback continues to be very positive from these sessions.

Workplace Literacy Services Center continues to provide support for community organizations who serve adult and family literacy needs through the Literacy Roundtable collaborative activities, such as monthly meetings of literacy providers, the *Connect II*

newsletters, a ***Literacy Providers' Guide***, and continuous training opportunities for literacy tutors who serve the greater St. Louis metropolitan area.

Part V

Budget Report

New Paradigm

FEDERAL	11/94-10/31/95	11/1/95-6/30/96	7/1/96-10/31/96	11/1/96-3/31/98	TOTAL
Personnel	169,431.70	200,644.31	61,415.08	201,714.21	633,205.30
Fringe Benefits	36,660.38	39,837.63	17,145.58	49,105.88	142,749.47
Travel	6,075.54	10,413.27	7,089.00	12,243.78	35,821.59
Equipment	5,272.59	2,051.20	2,232.61		9,556.40
Supplies	9,697.93	10,131.38	1,263.34	11,032.57	32,125.22
Contractual	4,980.00	2,222.00		1,128.44	8,330.44
Construction					-
Other	8,628.78	13,337.44	2,076.85	990.00	25,033.07
Total Direct Costs (Line A - H)	240,746.92	278,637.23	91,222.46	276,214.88	886,821.49
Indirect Costs	19,259.76	22,290.97	6,830.48	22,152.12	70,533.33
Training Stipends					
Total Expenditures (Line I - K)	260,006.68	300,928.20	98,052.94	298,367.00	957,354.82
NON - FEDERAL					
Personnel	12,353.79	22,550.42	12,645.21	34,225.75	81,775.17
Fringe Benefits	3,471.89	830.41	(20.43)	6,189.39	10,471.26
Travel	30.00	552.00	20.00	2,242.35	2,844.35
Equipment	2,196.91	880.00	1,335.00	17,545.00	21,956.91
Supplies	1,108.96	1,418.72	1,451.00	3,228.31	7,206.99
Contractual		1,607.00	-	2,138.15	3,745.15
Construction					-
Other	116,745.00	108,995.80	43,917.58	116,996.76	386,655.14
Total Direct Costs (Line A - H)	135,906.55	136,834.35	59,348.36	182,565.71	514,654.97
Indirect Costs					
Training Stipends					
Total Expenditures (Line I - K)	135,906.55	136,834.35	59,348.36	182,565.71	514,654.97
	395,913.23	437,762.55	157,401.30	480,932.71	1,472,009.79

Appendix A

Project Products and Materials

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Project Products & Materials

National Workplace Literacy Program

March 20, 1998

Reported by: Wilma Sheffer, Director, Workplace Literacy Services Center, Community Development Division

St. Louis Community College

NWLP Project Products and Materials

New Paradigm for Effective Workforce Skills
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Basic Skills for Gauges and Measurement:

Baldor Team Building Course 2

Basic Workplace Communication

Henges Manufacturing Inc. Basic Blueprint Reading Course 3

Basic Blueprint Reading: Math Skills, Practical Applications, Proportions and Scale, Measurement, Linetypes , and Reading Drawings.

Train-the-Trainer Facilitation Skills 3

Basic Blueprint Reading

Sigma Chemical Company Math Courses 4

Math Foundation I & II
Workplace Math Application

Sigma Chemical Company Writing Courses 4

Workplace Writing I Mechanics
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Workplace Writing III Better Business Writing

Sigma Chemical Company Workplace Communication Courses 4

Communication Skills I
Giving and Receiving Criticism
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BJC Health System Customer Service Training 4

Understanding Your Customers
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Strategies for Pre-Technical Training
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St. Louis Cold Drawn, Inc.—Small Business & ESL
TopCare Lawn Maintenance—Small Business & ESL

New Paradigm for Effective Workforce Skills Project Products and Materials Descriptions

Baldor Basic Blueprint Reading Courses

Baldor Electric Motor Company mandated that all employees would participate in Basic Blueprint Reading with a goal that each participants would score 80% or above on the course post assessment. Working closely with Baldor supervisors, New Paradigm for Effective Workforce Skills (NPEWS) developed a core curriculum of *Basic Blueprint Reading,* which was then customized for three different departments: Motor Operations, Lamination, and Stamped Parts. In each course, the content was contextualized while the essential or "basic" skills were taught and practiced through the facilitation process.

Basic Blueprint Reading: Motor Operations

The Baldor Electric employees who took part in this course worked on four areas of basic blueprint reading and essential skill building. The first chapter covered the titleblock and alphanumerics reading skills. The second chapter dealt with specific company documentation pertaining to the Motor Operations department. In the third chapter, participants worked with the math involved in understanding blueprint information, while chapter four covered the various line types used in blueprints. Participants took a customized assessment test at the beginning and end of the training. In addition to that assessment, participants also kept a log every week that individual instructors responded to in writing. This log allowed participants to communicate privately with the instructional staff. Finally, chapter quizzes called "checkpoints" were taken at the end of each chapter so those participants could assess their own progress.

Basic Blueprint Reading: Lamination

The Baldor Electric employees who took part in this course worked on four areas of blueprint reading. The first chapter covered the titleblock and alphanumerics. The second chapter dealt with specific company documentation pertaining to the Lamination department. In the third chapter, participants worked with the math involved in understanding blueprint information. Chapter four covered the various line types used in blueprints. Participants took a customized assessment test at the beginning and end of the training. In addition to that assessment, participants also kept a log every week that individual instructors responded to in writing. This log allowed participants to communicate privately with the instructional staff. Finally, chapter quizzes called "checkpoints" were taken at the end of each chapter so those participants could assess their own progress.

Basic Blueprint Reading: Stamped Parts

The Baldor Electric employees who took part in this course worked on four areas of blueprint reading. The first chapter covered the titleblock and alphanumerics. The second chapter dealt with specific company documentation pertaining to the Stamped Parts department. In the third chapter, participants worked with the math involved in understanding blueprint information. Chapter four covered the various line types used in

blueprints. Participants took a customized assessment test at the beginning and end of the training. In addition to that assessment, participants also kept a log every week that individual instructors responded to in writing. This log allowed participants to communicate privately with the instructional staff. Finally, chapter quizzes called "checkpoints" were taken at the end of each chapter so those participants could assess their own progress.

Basic Blueprint Reading, Math and Linetypes

Baldor had initially specified that it wanted all employees to complete the Blueprint Reading post-assessment with a score of 80% or higher. While a great majority of the employees met that goal, a small handful fell short in the areas of math and lines types (chapters 3 and 4). As a result, NPEWS created a short brush-up course in both of these areas to give those employees another chance to reach the 80% goal.

Math

Participants had the opportunity to revisit the math skills from Chapter 3 of Blueprint Reading. A shorter assessment instrument was also created so those employees could focus on the specific math skills, which they individually needed. For most participants, this included decimals, fractions, and geometry. Small groups and individual instruction helped these participants join the ranks of those who had met the 80% goal.

Line Types

Participants had the opportunity to revisit Chapter 4 of the Blueprint Reading course. A shorter assessment instrument was also created so the participants could focus on the specific line types, which they individually needed to work on. For most participants, this included understanding object lines, center lines, dimension lines, section lines, leader lines, and break lines. Partnered activities and individualized instruction helped these participants join the ranks of those who had already met the 80% goal.

Basic Skills for Gauges and Measurement

The Gauges and Measurement course served as a continuation of Baldor's Basic Blueprint Reading. After participants successfully completed the Blueprint Reading course customized for their specific department, they began to apply their knowledge of blueprint tolerances to the actual measuring of objects. The course focused on the use of various dial calipers, micrometers, (both with and without verniers) and gage blocks to perform mathematical calculations. Some digital equipment was used in addition to traditional tools. Similar to the Blueprint courses in terms of structure, participants completed an assessment at the beginning and end of course, "checkpoints" after each tool was covered, and weekly logs for privately communicating with the instructional staff.

Baldor Basic Workplace Communication

The Baldor Electric course in *Basic Workplace Communication* began as an experiential approach to team building and ended with a focus on communication skills. Participants worked individually, with partners, and in-groups throughout the training. The course

included discussion and activities pertaining to motivation, leadership styles, understanding different perspectives, listening, questioning, verbal and nonverbal communication. Participants completed a self-assessment at the beginning and end of training to reflect on how the course enhanced their communication skills.

Henges Manufacturing Inc. Basic Blueprint Reading Course

Our experiences at Baldor have proved to us how effectively we can meet basic skill needs in math and reading by incorporating these skills into a wider curriculum yet maintaining relevance for both workers and company. Henges was selected as a place to test the replicability of our "new paradigm" instructional system. Feedback on our approach is very positive with workers bringing work materials for inclusion and discussion in class. Sales and engineering provided valuable input prior to and during the implementation of this course, with the valuable side effect of increasing communication among departments. Both the owner and the manufacturing manager have maintained active roles in the development and implementation of the course, demonstrating and modeling behaviors that help the workers know top management is fully committed to the program. These involvement by workers across all levels are key to the program's success, not only in the development of customized workplace literacy training, but in the acceptance of a changing workplace culture by moving from a traditional environment to a learning organization.

Basic Blueprint Reading

Math Skills, Practical Applications, Proportions and Scale, Measurement, Linetypes, and Reading Drawings, were the context for this course.

Train-the-Trainer Facilitation Skills

Basic Blueprint Reading

The primary goal of this course was to develop facilitation skills. *Basic Blueprint Reading* was utilized as the meaningful context; the essential skills were taught through all facilitated process. Utilizing the Train-the-Trainer module we plane to replicate our model in other Baldor sister plants or other interested companies. Our job will be to train those local educators in the model processes, to monitor their ability to replicate the model in their own locations, and to provide technical assistance to them when needed.

Sigma Chemical Company

Sigma Chemical Company is a specialty manufacturing and research facility with many of its products being produced for use in laboratories and teaching institutions. The product line exceeds 17,000 separate products and the preparation, packaging and shipping of these items is a labor-intensive process. Our instructional programs focused on the workers involved in these aspects of Sigma's business. Project staff spent time in the various departments of Sigma observing and interviewing workers. In addition, focus groups were held for both supervisors and line workers. From this process, we developed a series of personal skill enhancement classes. Workers participated after or before work on a voluntary basis and the company reimbursed them for half of their class time.

The instruction was divided into three areas: communication, workplace math and workplace writing.

Workplace Math

Workers participated in *Workplace Math* at two locations. The course material covered whole numbers, decimals, fractions and percents. In addition, in response to workplace needs, workers practiced converting English measures to metrics, etc.

Oral Communications I

The communications classes, *Oral Communications I,* focused on improving interpersonal communication skills. Various interactive activities and role plays were incorporated into the instruction, which covered the following topics:

Giving and Receiving Feedback
Listening Skills
Types of Questions and Appropriate Responses
Thinking on Your Feet

Written Communications II

Written Communications II focused on the various business writing that workers, from Customer Service to Shipping and Receiving Departments had to create on a day-to-day basis. Workers participated in the classes and the following skills and processes were emphasized:

Mechanics of Clear Writing
Appropriate Tone and Word Usage
Streamlined Memos and Faxes
Spellings, Abbreviations and Industry Jargon.

BJC Health System Customer Service Training

NPEWS staff created a core training manual for BJC employees and then customized it for various departments including Dispatch, Food and Nutrition, Nursing, Diet Office, and Parking. Employees in these departments worked on three areas: *Understanding Your Customers, Communicating with Customers, and Finding Solutions on the Job.* Many of the partnered and group activities focused on specific communication tools and making choices about when and how to use those tools. Participants completed pre and post self-assessments that encouraged reflection on how the training affected their communication skills with all types of customers.

BJC Health System Business Writing

BJC Food and Nutrition supervisors at the Village North Campus identified areas where departmental documentation was inconsistent. NPEWS staff then created a course focusing on the two most problematic documents: Substandard Performance forms and Performance Appraisals. Participants worked individually and in pairs on the documents and critiqued the other participants' work. The participants also spent much of the course discussing and experimenting with objective and subjective writing, and discovered why objective writing is necessary in documenting performance. The participating supervisors

completed a pre and post self-assessment to reflect on how the training improved their writing skills with the specific departmental documents.

BJC Health System Workplace Success Program

BJC has found an increasingly high turnover rate with entry-level employees. In order to address this problem, NPEWS created the Workplace Success Program to serve as an intervention with new employees in the hope that BJC could retain and strengthen its workforce, thus saving both time and money. The project has three major components: *New Employee Training, Supervisor Training, and Peer Trainer Workshops.*

New Employee Training

Employees in two departments (Food and Nutrition, and Dispatch) are involved in a course to prepare new hires for workplace success. Focus groups of new hires, experienced employees, and supervisors all identified skills necessary for workplace success, and those targeted skills are the focus of this training. The course will foster a self-awareness of what each participant wants to attain in this workplace, how to deal successfully with a supervisor, how to deal successfully with coworkers, what is professionalism, and planning a path for success. A control group of new hires will provide a comparative analysis, so that the success of the program can be more accurately measured.

Front-line Supervisor Training

Front-line Supervisors from Food and Nutrition, and Dispatch who supervise the new hires take part in a shortened version of the course for new hires. In addition to covering select topics from the employee course, front-line supervisors will also work on creating a manual for other front-line supervisors within BJC providing solutions for dealing with new hires.

Peer Trainer Workshops

The lack of training at BJC has been communicated often to the NPEWS staff in gathering information for this project. To address this issue, NPEWS proposed training a small group of employees which supervisors have identified as being leaders in their departments. This select group of employees will take part in a short coaching workshop and then serve as co-facilitators with the NPEWS staff in the training of new hires. Following their training and co-facilitation experience, these peer trainers are better equipped to serve as liaisons within their departments, serve as mentors to new hires, assist and expand on current training, and help to improve communication within the department.

Services to Small Business and English as Second Language (ESL), Basic Skill Upgrades

Andy's Seasonings—Small Business and ESL, Basic Skill Upgrades

Andy's Seasonings, the small business partner, was served in the first year of the project with on-site ESL and basic skill instruction. The problems of teaching ESL in a workplace surfaced at this location, namely, the problems associated with the development of appropriate, job-related ESL for workers. Taxing work and home schedules, maintaining the necessary skills to remain employed while learning the core skills that are required challenge any worker who does not possess English skills, much less the higher skills required by today's workplace. Which the work ethics of the foreign-born may be a strong rationale for the development of a new paradigm for ESL in the workplace. However, as we sought external help from the "ESL experts" for the specific ways to meet the needs, we found only traditional ESL models, such as the develop English skills. Assessments, methods, and techniques that may be effective in formal ESL Educational program have little application in a workplace, and Andy's Seasoning was not an exception.

- From our initial experience with Andy's Seasonings, we wanted to continue our development of a "new paradigm" for ESL instruction in the workplace, and in keeping with our objective to services to other small business, we expanded our services to other small-business sites, with services at the following locations:

Biltwell Clothing Company—Small Business and ESL, Basic Skill Upgrades

This garment manufacturing company employed a large number of immigrants and had devised some ingenious, though cumbersome, ways of communicating with them. For example, the Polish supervisors, who also spoke German translated work requirements for the Russians, several of who understood German. This system also was used to communicate with the large numbers of Bosnian refugees who became employed during the period described in this report. The Asian immigrants, particularly the Vietnamese, relied on one Vietnamese sewing machine mechanic who spoke some English and some Mandarin Chinese. Understandably, communicating work requirements and quality issues in this workplace could be a laborious process.

The ESL instruction for these workers had to be very targeted since instruction took place after work in a large, noisy eating area. The students were loosely grouped into three levels and the instructors used some commercial texts to supplement the customized material, particularly for the two lower level groups. The higher level group responded well to a language experience format for their instruction. The instructor took many photos of the students in their work situations, pressing, cutting, sewing, etc., and these visuals formed the basis of the oral and written components of the instruction.

When the project began, the supervisors and manager did not participate much. They did express support and provided their share of in-kind resources but were unwilling to spend much time identifying workplace language or processes which could be incorporated into the language instruction. However, after several months, these staff members became enthusiastic about the program as they observed the students making progress in their conversational skills. The plant manager became very supportive of the program and he was instrumental in initiating an additional basic skill/GED class for native-born workers.

The overall program was most successful with the higher level workers who were able to improve their English skills. These workers had acquired considerable language knowledge but they were not confident of their speaking abilities. The instructor worked on accent reduction as well as grammar and vocabulary and all the students demonstrated progress. Since the program was held after work, the class times and the practice of piece-work presented a scheduling conflict for many of the workers. This company was accustomed to sending workers home if the work flow was interrupted in any way by materials or orders, and the foreign-born workers who had the lowest seniority in the factory were the first to go. Some of the more diligent students actually waited two hours or more for their classes to begin, but others left. The uneven and seasonal work schedule impacted the overall success of the program since many of the students were unable to attend classes on a regular basis.

Harvard Industries—Small Business and ESL, Basic Skill Upgrades

This manufacturing facility made office furniture and employed a small number of non-native speakers, mainly refugees from Vietnam and Iraq.

After a language audit consisting of observation of work processes, interviews with key staff and examination of any written work orders or procedures, a core curriculum was developed for this workplace. The instructor created many visual materials utilizing fabric and color charts and key tools. Then these were incorporated into a series of lessons. The emphasis was on learning key vocabulary and terms and the students practiced simple requests for information and clarification.

The program took place after work in the training room and refreshments were provided each day for the participating workers by the company. Two of the front-line supervisors also attended the class on a regular basis assisting students in their language practice. As one said to the instructor, "This sure makes my life easier if these guys can understand what I need to tell them."

Unfortunately, before any real progress could be charted with this program, the company experienced financial problems and laid-off most of its workforce. However, the initial language audit proved to be an important aspect of the NPEWS's efforts at creating viable language instruction in the workplace and the process was then duplicated in the next two sites.

Hyatt Regency Hotel—ESL, Basic Skill Upgrades

The Hyatt had hired Bosnian workers directly from a federal refugee resettlement program and needed assistance with the workers' English language deficits. We were able to use our language audit process in a quick and efficient manner to design workplace specific language instruction for these workers. The company provided examples of necessary forms and procedures and these were incorporated into the instruction. Again, because of time constraints, emphasis was placed on oral language skill acquisition. Since the majority of the workers were employed in housekeeping, the instructor created many scenarios for the workers built around common guest requests for supplies or directions. Maps of the hotel were used and the workers actually walked around the hotel with the instructor practicing giving directions, etc. In addition, such realia as housekeeping carts and equipment were used in the training room for additional language practice.

The hotel management were pleased with the success of the program and the NPEWS staff were called on to assist other Hyatt sites who employed non-native speakers, (i.e. Denver and Atlanta). As an indicator of the program's success, the Hyatt has continued to contract with Workplace Literacy Services Center to provide language instruction, on a fee for services basis.

Lennerston Sample Company—Small Business and ESL, Basic Skill Upgrades

This small family owned company was served by the project through the small business component of the original grant design. The company makes fabric sample books for larger companies and occupies a niche business in a larger Mid-West fabric and related business arena. The employees targeted for instruction were all Vietnamese with average age of 45. Most had language skills but lacked practice and confidence in speaking. The instructor emphasized oral communication and vocabulary related to the business, especially colors and measurements.

The program was of short duration since the owner was in the process of moving his business to a small town approximately 70 miles west of St. Louis. However, we were able to provide additional assistance to this company by providing information and contacts on language instruction for the workers who were relocating.

TopCare Lawn Maintenance—Small Business and ESL, Basic Skill Upgrades

TopCare employed seasonal Hispanic workers in their lawn care business. The business was served as part of the small business component of the grant. Our language audit showed that the targeted workers had acquired some survival vocabulary but were generally unable to read or write English. Additional interviews in Spanish showed that more than half of the students were not literate in Spanish. The instruction was developed to be highly visual, and illustrations of tools and equipment were used as well as flash cards. The instructor also incorporated map reading skills into the lessons since

the owner had difficulty dispatching crews to the correct locations. This component was conducted for the students who had acquired driver's licenses and were able to recognize street names. The text, *"Working In English-Book I"* from Contemporary Books was used to supplement the instruction since this text is largely picture-based.

Appendix B

Evaluation Data and
Sample Evaluation Instruments

Assessment - Table of Contents

New Paradigm Procedures (Graphic Depictions)
Evaluation System
Collaborative Instructional Design
Staff Development

Evaluation Data:

Learner Assessment Summary
Change in Learner's Reported Abilities
Sample: Sigma Math Foundation II Outcomes
Christian Hospital Northeast/Department of Education/Program Evaluation

Evaluation Instruments:

Learning Styles Inventory
Workplace Success Project: Participant Self-Evaluation
Self-Assessment - Overall Rating
Student Daily Log
Customer Satisfaction: Evaluation of Training (trainee)
Instructor's Comment Sheet for Each Participant/Group
Supervisors Assessment of Employees (pre and post)
Sample ESL Assessment Instrument

Data Collection Forms:

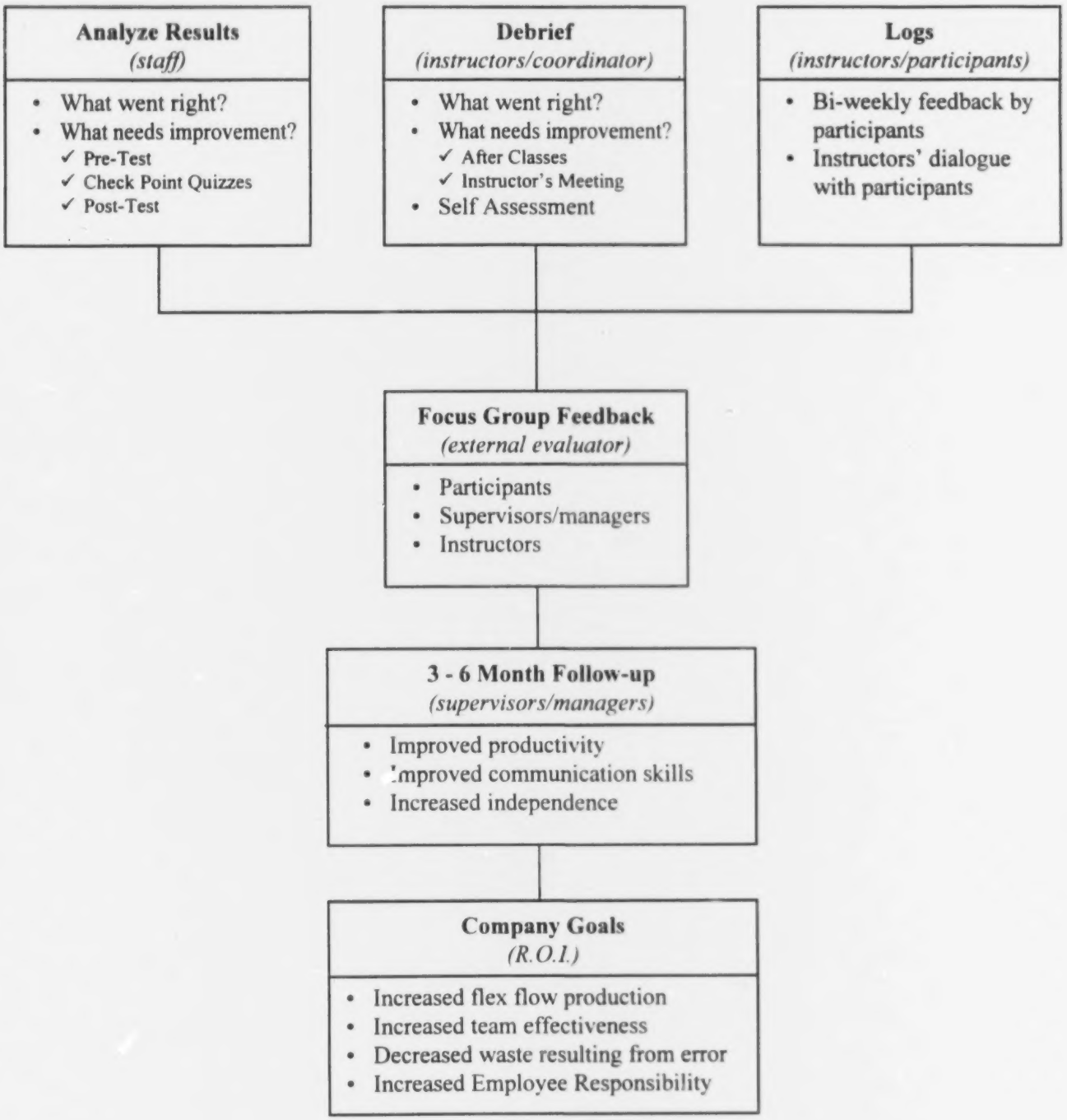
NWLIS Learner Assessment Form
Outcomes Form
New Paradigm's Tally Sheet
Workplace Success Project's Data Sheet

Sample Final Reports to Business Partners (Including evaluation data)

Workplace Success Project: BJC Health System
Workplace Success Project: Christian Northeast

New Paradigm Model Procedures

Evaluation Procedures



Collaborative Instructional Design Process

Course Design

Analyze

- The needs and wants of the client drive the course.
- Sources of info on needs and wants are client's managers, supervisors, key technical people (e.g., engineers, quality crew, etc.), and expert line workers.

Pretest

1. Write course objectives.
2. Write course outline.
3. Review content and scope with client.
4. Revise and finalize course.
5. Write pretest.
   - Pretest synthesizes what will be taught, modeled.
   - Pretest provides the learner with an opportunity to demonstrate skills (process) as well as content.
   - Pretest should ask a variety of questions: factual, inference, and synthesis.
   - Pretest answers, "Did we meet our objectives?" and "Did they learn or achieve objectives?"

Materials Design

Write

1. Write outline for training manual.
2. Draft Ms for manual (combine content and process.)
   - Profile learners.
   - Design training activities.
   - Define strategic use of manual.
3. Draft collateral materials.

4. Ms Review & Revision Cycle
   - Establish deadline.
   - Distribute latest draft.
   - Review, revise, re-edit.

5. Ms Approval

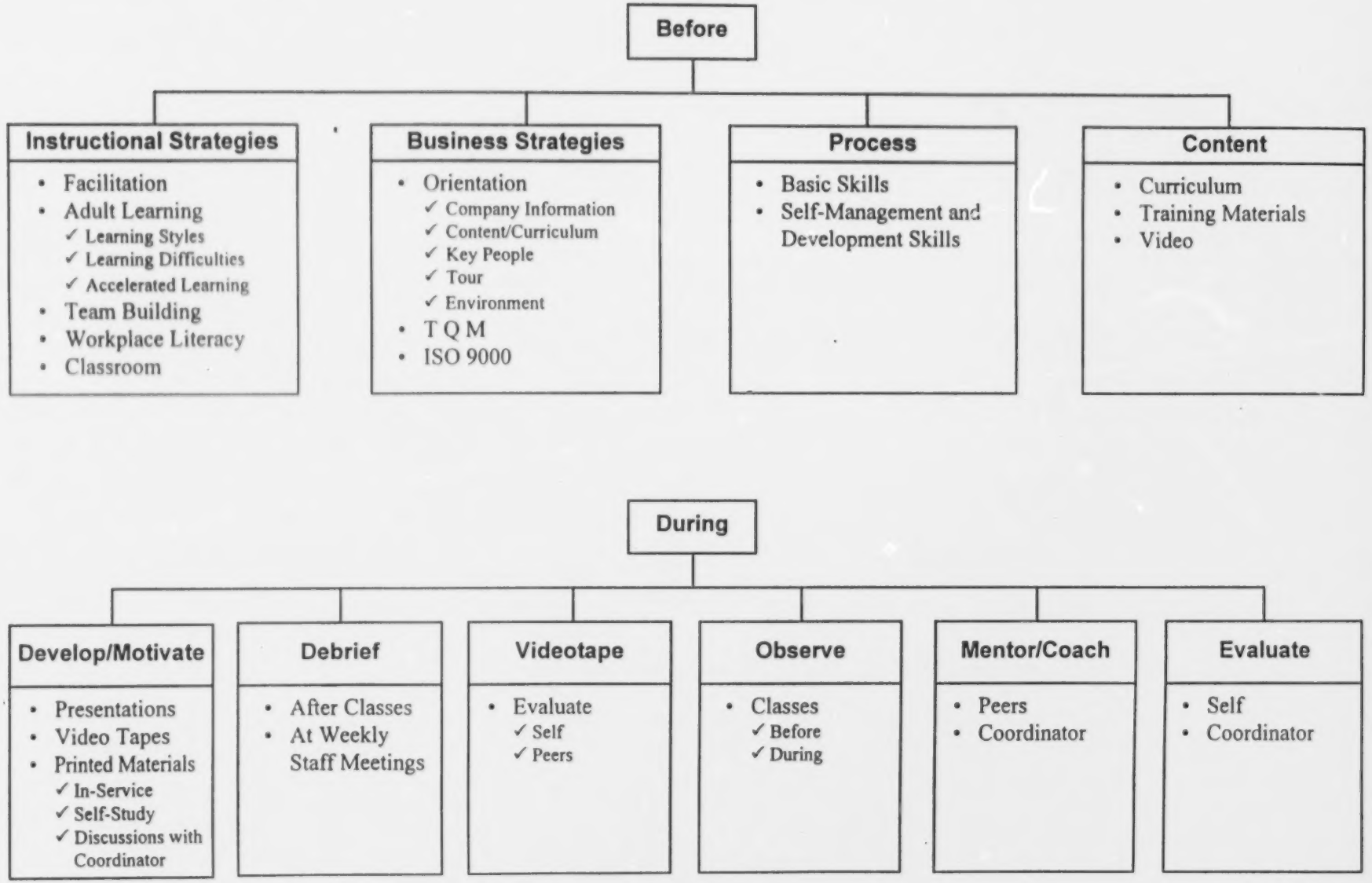
Edit

1. Copyedit & typemark approved Ms & collaterals.
   - Maintain & distribute style referance materials for team.
2. Proof edited copy.
3. Check final art.
4. Coordinate production, print, delivery.

Produce

1. Design page system.
   - Learner Characteristics
   - Strategic Use
2. Prepare templates & master pages.
3. Maintain electronic style sheets.
4. Prepare graphics.
5. Lay out pages. (edited copy & graphics.)
6. Prepare final art for printer.

Staff Development Procedures



Evaluation Data

LEARNER ASSESSMENT SUMMARY

This information has been summarized from the Learner Assessment Form. This form collects self-reported assessment information about each learner after they have completed a course or short series of courses.

Of the 310 learners (duplicated count) in courses that ended during the second reporting period, 57% percent had data reported on the learner assessment form. The statistics below are based on this subgroup.

Percentage of learners who plan to take at least one of the following courses in the future:

21%	A basic skills course in reading, writing, or math
15%	A course in using English (such as ESL)
53%	A computer course
6%	A GED course or the GED exam
26%	Course to get occupation certification
26%	A job training course
31%	Courses leading to a 2-year or 4-year college degree
13%	A home-study course
5%	Other

Percentage of learners who reported yes to each of the following:

59%	Learned what you wanted to learn in this course
11%	Changed your educational or career goals
19%	Had more responsibility added to your job
10%	Moved to a shift you prefer
2%	Switched from part-time to full-time
10%	Received a pay raise
3%	Been promoted
3%	Received an award, bonus, or other special recognition on your job
8%	Applied for a new job
0%	Started a job at another company
0%	Been laid off
1%	Left your job for any other reason
3%	None of the above

Change in Learners' Reported Abilities

Abilities Reported at Beginning of Course

Activity (percent reporting each)	Poor	Fair	Good	Excellent	Missing
Read English	2%	15%	48%	33%	2%
Understand English	1%	15%	44%	37%	4%
Speak English	1%	14%	48%	34%	4%
Write in English	2%	20%	46%	28%	4%
Work as part of a team	1%	19%	53%	20%	6%
Use math	4%	22%	54%	15%	3%
Solve problems/use reasoning	1%	20%	56%	19%	4%

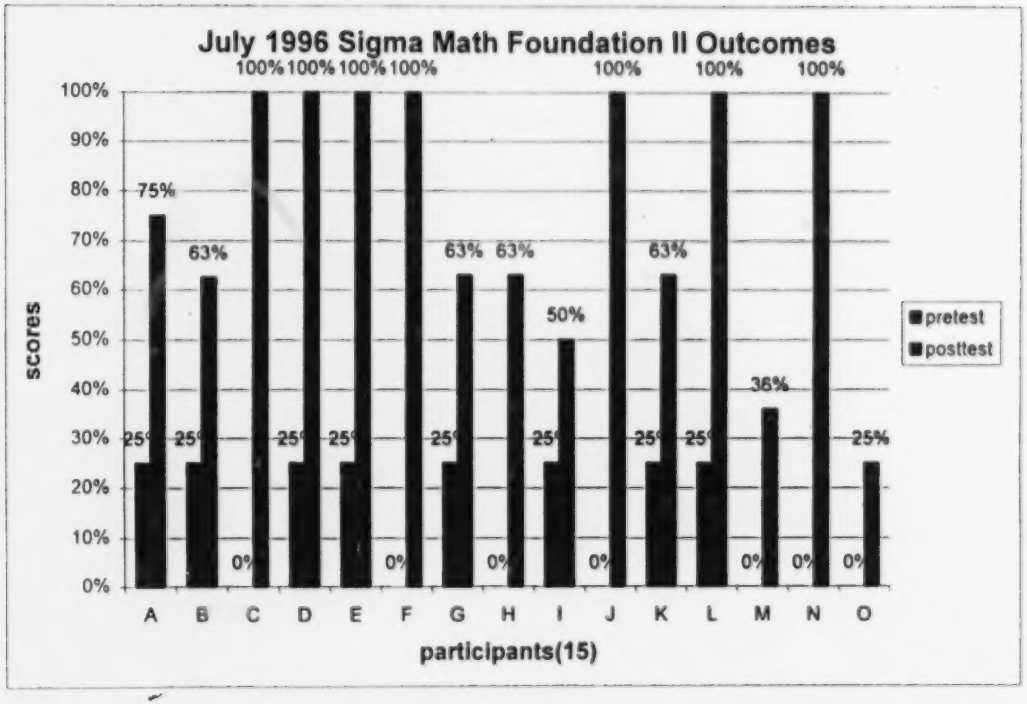
Abilities Reported at End of Course

Activity (percent reporting each)	Poor	Fair	Good	Excellent	Missing
Read English	2%	19%	42%	31%	6%
Understand English	2%	14%	49%	29%	6%
Speak English	1%	13%	54%	26%	6%
Write in English	3%	19%	50%	21%	7%
Work as part of a team	1%	13%	57%	23%	6%
Use math	3%	19%	49%	22%	6%
Solve problems/use reasoning	0%	15%	58%	21%	6%

Change in Reported Abilities from Beginning to End of Course

Activity (percent reporting each)	Have both pre, post	Improved	Same	Declined
Read English	93%	16%	63%	22%
Understand English	92%	13%	63%	23%
Speak English	92%	12%	69%	19%
Write in English	90%	16%	59%	24%
Work as part of a team	89%	25%	62%	14%
Use math	92%	24%	66%	10%
Solve problems/use reasoning	90%	20%	68%	12%

participants	pretest	posttest
A	25%	75%
B	25%	63%
C	0%	100%
D	25%	100%
E	25%	100%
F	0%	100%
G	25%	63%
H	0%	63%
I	25%	50%
J	0%	100%
K	25%	63%
L	25%	100%
M	0%	36%
N	0%	100%
O	0%	25%



Christian Hospital Northeast
Department of Education

Program Evaluation

Title: **TEAM FACILITATOR PROGRAM** Date: **March 2, 1998**

Instructors: **Kathy Paur, Jenny Carney**

How would you rate:

1. Content	**YES**	**To Some Extent**	**No**
Objectives clear	18	2	
Objectives met	15	5	
Expectations met	16	4	
Content relevant	15	5	
2. Instructor(s)			
Well prepared	19	1	
Geared to group	17	3	
Held group's interest	17	3	
Cleared and understandable	18	2	

	Excellent	**Good**	**Poor**
Teaching methods/techniques	12	8	
Use of audiovisual/handouts	11	9	
Responsiveness to questions	15	5	

3. The overall program:	**Excellent**	**Good**	**Fair**	**Poor**
	10	8	2	

4. What I liked most was?
Comments: ***(verbatim)***

- *"Jenny Carney & Kathy Paur on the roles of RL, PCA, CA."*
- *"Open discussion; Kathy P. actually working with us on many of our concerns."*
- *"Jenny Carney"*
- *"able to give feedback"*
- *"lunch"*
- *"strong problems in the scenarios"*
- *"search for ideas & problems floors are experiencing"*
- *"Jenny Carney facilitator communication skill"*
- *"able to speak without feeling intimidated or politically incorrect"*
- *"Role playing memorable scenarios"*
- *"Jenny Carney was excellent!"*
- *"Most people were involved divided into different groups Jenny Carney"*

5. **I could have done without:**
Comments: ***(verbatim)***

- *"most of the same old complaints about dietary, linen etc."*
- *"to much focus on PCA'S"*
- *"outlining RN/PLA routine (daily)"*
- *"noisy chatter from others while presenter talking."*

6. **The instructor(s) could improve the program by:**
Comments: ***(verbatim)***

- *"more role playing"*
- *"specific PCA duties i.e.; housekeeping duties"*
- *"providing more info on confrontation"*
- *"more info on nurse's critical care thinking"*
- *"adding conflict management"*
- *"continue the same"*

7. **Will the program: help you function more effectively ?**

Much so	To some extent	No
14	6	

Additional comments:
Comments: ***(verbatim)***

- *"Much of the topics I knew but reinforcement of the material was good. This course is good teaching material for TCF's? Also it was very obvious that we are concerned & change is essential."*
- *"Really enjoyed content provided by Jenny cool approach enthusiasm and positivism room Kathy need to develop ongoing programs like this Good job*
- *"A lot of material in 8 hrs."*
- *"would like feedback on how to deal dietary & linen issues also staffing problems"*
- *"You are touching on issues that we have been concerned about and haven't had a chance to or knew who to go to with this is great and extremely helpful and gives hopes.'*

Evaluation Instruments

Key Term

Learning Styles Inventory

Your ***learning style*** is your preferred way to process, recall, and remember information. Place a check next to the activities below that best describe you.

I like to/I:	I:	I:
☐ fold paper when told to make columns.	☐ love to talk.	☐ ignore spoken directions.
☐ rock in a chair.	☐ love to listen to someone read or talk.	☐ ask for repeated directions.
☐ shake my leg.	☐ talk to myself.	☐ look to see what others are doing.
☐ tap or wiggle pens, pencils, etc.	☐ read aloud.	☐ get the words to a song wrong.
☐ reach out to touch everything.	☐ am distracted by noises.	☐ turn the radio or TV up very loud.
☐ do not trust my eyes or ears until I touch something.	☐ use my finger to read.	☐ write lots of notes.
☐ collect "things."	☐ put my head near my work.	☐ watch the speaker's mouth.
☐ have a low interest in reading.	☐ hood my eyes with my hand.	☐ don't like to talk on the phone.
☐ break up toothpicks or play with straws.	☐ don't do well with charts & graphs.	☐ go off into another world when lectured to.
☐ take things apart, put things together.	☐ need words to go with a cartoon.	☐ enjoy reading.
☐ dress for comfort.	☐ can't draw without something to copy.	☐ do well with charts and graphs.
☐ take lots of baths or showers.	☐ can't use maps; need oral directions.	☐ need maps; get lost with oral directions.
☐ talk fast, using my hands.	☐ use jingles to learn things.	☐ have good handwriting.
☐ tend to interrupt.	☐ don't do well with symbols.	☐ am good at puzzles.
☐ like to try new things.	☐ can't stand silences; need to talk and need others to talk.	☐ am organized; like things neat.
Total = _____ (Tactile)	**Total =** _____ (Auditory)	**Total =** _____ (Visual)

Count the check marks in each column and place the total at the bottom. The column with the most checks indicates your ***primary learning style***.

My primary learning style is _____.

Workplace Success Project
Participant Self-Evaluation

For each statement below, circle the number that best describes your beliefs about yourself.

1. I have a choice about how successful I am.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

2. I understand the differences between aggressive, assertive, and passive communication.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

3. I am aware of my learning style.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

4. I think it is important to communicate successfully with my boss, coworkers, and other customers.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

5. I understand professionalism and how it affects my job.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

6. I have a plan to accomplish my goals.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

7. List specific skills that come to mind when you think of communication.

_____ _____

_____ _____

_____ _____

_____ _____

Self-Assessment—Overall Rating

Employee: _____ Date: _____

Evaluator: _____

Please rate yourself on a scale of 1–10 for each aspect below.

	Below Average			Average				Above Average		
	1	2	3	4	5	6	7	8	9	10
When completing the Corrective Action Form—	I leave portions blank; cannot state problem; lack data to complete the form.			I complete sections adequately; state action plan; lack some data.				I complete all sections neatly and thoroughly; state action plan clearly and concisely; set progress meetings; have all the necessary data.		

Comments: _____

	Below Average			Average				Above Average		
	1	2	3	4	5	6	7	8	9	10
When completing the Performance Appraisal Form—	I leave portions blank; cannot state problem; lack data to complete the form.			I complete sections adequately; state action plan; lack some data.				I complete all sections neatly and thoroughly; state action plan clearly and concisely; give constructive criticism; have all the necessary data.		

Comments: _____

	Below Average			Average				Above Average		
	1	2	3	4	5	6	7	8	9	10
When completing the Injury Report Form—	I leave portions blank; cannot state problem; lack data to complete the form.			I complete sections adequately; state details of injury sufficiently; lack some data.				I complete all sections neatly and thoroughly; state action plan clearly and concisely; state details of injury clearly and concisely; have all the necessary data.		

Comments: _____

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Self-Assessment—Overall Rating (continued)

Employee: _____ Date: _____

	Below Average			Average				Above Average		
	1	2	3	4	5	6	7	8	9	10
When completing the Monthly Quality Report—	I leave portions blank; cannot state problem; lack data to complete the form.			I complete sections adequately; state action plan; lack some data.				I complete all sections neatly and thoroughly; state action plan clearly and concisely; set progress meetings; have all the necessary data.		
Comments: _____										

	Below Average			Average				Above Average		
	1	2	3	4	5	6	7	8	9	10
When training employees in my department—	I don't plan; don't use training materials; do the job instead of coaching; am not comfortable training; don't ask for feedback.			I plan, but don't use consistently; coach on an inconsistent basis; use some training materials; ask for feedback, but don't incorporate ideas.				I plan; set time for training; coach on an ongoing basis; use training materials; ask for feedback and incorporate ideas.		
Comments: _____										

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Student Daily Log

Basic Blueprint Reading

Student's Name _____

Date _____

What did I learn today?

What did I find useful about the lesson?

What did I find not necessarily useful?

What could have been done to improve the effectiveness of the lesson?

What other reactions do I have to the class, materials, discussion, etc.?

Am I comfortable with the material?

Why or why not?

St. Louis Community College

Evaluation of Training

Instructor(s): _____ Date: _____

We would like your evaluation of: _____

Please rate each item and add your comments.

1. **To what extent is the manual helpful?**

   ❑ Helpful ❑ Somewhat Helpful ❑ Not Helpful

2. **Did you find the practice activities in the manual useful?**

   ❑ Yes ❑ No

Why or Why not?: _____

_____

3. **What is the most useful learning activity in this workshop?**

Comments: _____

_____

4. **What other activities would you suggest to improve this workshop?**

Comments: _____

_____

5. **Please evaluate the instructor(s) on their knowledge of the subject, presentation skills, and response to the questions:**

Subject Knowledge:	❑ Excellent	❑ Good	❑ Fair	❑ Poor
Presentation Skills:	❑ Excellent	❑ Good	❑ Fair	❑ Poor
Response to Questions:	❑ Excellent	❑ Good	❑ Fair	❑ Poor

Comments: _____

_____

6. **Please make any additional comments which you feel would help us improve the quality of this program, (i.e., tasks, schedules, instructions, etc.)?**

Comments: _____

_____

7. **What other workshops or topics would you like to see offered?**

Comments: _____

_____

Please make additional comments on the back of this evaluation.

Thank You!

Workplace Literacy Services Center _____

Comment Sheet—Semi-Annual Performance Report
National Workplace Literacy Program (New Paradigm)
Period # _____, From:_____To:_____

Partner/Employer/Union _____
Course No. & Name _____
Course Dates (from/to) _____
Total Course Hours _____

Page _____ of _____

Learner's Name	Outcome (Circle One)	Participation Level (Circle One)	Skills Transfer (Circle One)
1.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
2.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
3.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
4.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
5.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
6.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
7.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
8.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
9.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
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11.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
12.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
13.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
14.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
15.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
16.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
17.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
18.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
19.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
20.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
21.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
22.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
23.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
24.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
25.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below

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Supervisor Assessment of Employees Before and After Workplace Success Project

Fill out for those employees listed below that you supervise. Date: _____

Name	Communication Skills (Circle One)	Professionalism (Circle One)	Desire to Succeed (Circle One)
1.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
2.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
3.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
4.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
5.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
6.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
7.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
8.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
9.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
10.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
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15.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
16.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
17	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
18.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
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21.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
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26.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
27.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
28.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
29.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
30.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below

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BEG

Last Name: NGUYEN THUY Student NO: _____ Level: _____

(8)

I.

PRINT. Leave a blank box between names.

NAME (LAST, FIRST)	NGUYEN THUY
STREET ADDRESS	3115 CHEROKEE #10
CITY, STATE	ST LOUIS MO
ZIP CODE	63118

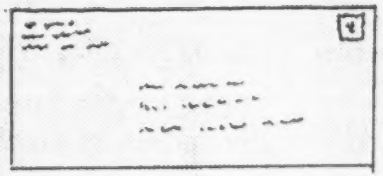
YOUR SIGNATURE [signature] DATE 4/2/95

(1) (2) (3) (4) (5) (6) (7) (8) (9)

II.

Send this envelope to a landlord. His name is Tom Addams. He lives in St. Louis at 9107 West Park Avenue. His zip code is 63104. Remember to write your return address

EXAMPLE:



FROM: THUY NGUYEN
3115 CHEROKEE #10
ST LOUIS, MO. 63118

32¢

(6)

(10) (11) (12) (13) (14) (15) (16) (17)

TO: Mr. TOM
9107 WEST PARK AVE
ST LOUIS, MO. 63104

(39)

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Anita - 73 Materials

V. CIRCLE THE CORRECT ANSWER. THE FIRST ONE IS DONE FOR YOU.

February 1, 1995

Miss Ann Smith
74 Elm Street
St. Louis, MO 63132

Dear [Mr. Ms. Mrs.] Smith:

We are your tenants living at 123 Utah Street. We [has had have] (27) lived here for 3 months and we have a problem with our apartment.

Our ceiling is leaking and water is [everywhere here nowhere] (28). We are angry because our beds got [wet dry burnt](29). Please come and [fix call do](30) the damage. We will be home on Sunday between 1:00 and 6:00 pm. Thank you.

Sincerely,

Joseph Lezic

PRE-TEST: HOUSING 2/95 (6) INTERMEDIATE/P5

VI. WRITE A LETTER TO YOUR LANDLORD(38). Tell him about a problem in your apartment. Ask him to fix the problem.

In your letter, write:
1. The date (39)
2. Your landlord's name (Pete Dolan) (40) Order incorrect
3. Your landlord's address (he lives in St. Louis at 347 River Road. His zip code is 63125.(41)
4. Your address(42)
5. Describe the problem ... (toilet is stopped up). (43)
6. Describe the damage ... (water is leaking into the basement) (44)
7. Tell him when you will be home (Sunday from 11 a.m to 3 p.m.(45)
8. Sign your letter (40).

FROM: THUY NGUYEN, 3113 CHEROKEE # 10 ST LOUIS, MO. 6

TO: MR PETE DOLAN, 347 River Road, ST louis. 63125

4-3-95 (APRIL 3, 1995)

Dear my LANDLORD!

I am your tenant living at 3113 CHEROKEE St, I has lived 2 years

I have problems with my apartment.

because toilet is stopped up and water is leaking into the basement

I'll be home Sunday from 11 a.m to 3 p.M thank you!

Thuy

THUY NGuyen

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(1)

VIII. READ THE FOLLOWING ARTICLE AND ANSWER THE QUESTIONS BELOW:

STUDY CITES SUBSTANDARD LOW-INCOME HOUSING HERE

By Lia Nower
Of the Post-Dispatch Staff

(1)MORE THAN HALF of all low-income renters in the St.Louis area live in substandard housing, according to a national study.

(2)One housing specialist here says that's mainly because the city doesn't require inspection of most rental property and because tenants fear they will be evicted if they complain.

(3)Last year, the Center on Budget and Policy Priorities, in Washington, released a study that said 54 percent of "poor renters" in the St.Louis area lived in substandard housing, though poor renters made up only 7 percent of renters here.

(4)The study estimated that 55 percent of poor renters were in rat-infested housing and that 39 percent lived in places with holes in the floors.

(5)Most of the substandard housing is in the city.

(6)"About 60 percent of poor renters lived in buildings built before 1950," said Ed Lazere, research analyst for the center.

(7)"The typical building was built in 1939 and painted with lead-based paint. Even if the walls have been repainted, peeling paint causes a lead hazard."

(8)In the city, landlords are not required to have their rental properties inspected unless the property is in a housing conservation district.

(9)In those districts, established by ordinance, the city requires inspections yearly or whenever a building is sold or changes tenants

— 1(52). Write the full subject of Sentence 1: Housing of study national St Louis

— 2(53). Write the full subject of Sentence 8: Conservation housing in the city

— 3(54). What is the main verb of Sentence 9: inspections

✓ 4(55). The two words *they* in Sentence 2 mean: tenants

inspections	property	tenants

— 5. Write 3 examples of substandard housing:

— 1. Substandard housing tenants (56)

— 2. substandard housing inspections (57)

— 3. Substandard housing property (58)

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Data Collection Forms

OMB No.: 1875-0105
Expires: Nov. 30, 1997

LEARNER ASSESSMENT FORM

The United States Department of Education is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other survey participants, and the answers you give will never be identified as yours. This survey is authorized by law (20 U.S.C. 1221e.1). You may skip questions you do not want to answer, however, we hope you will answer as many as you can. It is expected that this form will require approximately 10 minutes to complete. If you have any comments regarding the burden estimates or any other aspect of this collection of information, including suggestions for reducing the burden, please send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

BEGIN HERE ——→

YOUR INSTRUCTOR WILL COMPLETE THESE QUESTIONS

↓

A. **Course Number:** _____ **Course Name:** _____

B. **Who completed this form?**

(MARK ONE BOX)

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (*Please Specify:* _____)

C. **Date Form Completed:**

|__|__| |__|__| 19 |__|__|
Month Day Year

LEARNER ASSESSMENT FORM

1. **Name:**

_____ _____

(Last) (First)

2. **Social Security Number:***

|__|__|__|-|__|__|-|__|__|__|__|

3. **In the future, do you plan to take any of the following courses?**

(MARK ONE ON EACH LINE)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

* Giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it. It is needed so that any information obtained later gets correctly matched with the same individual; your identity will be removed from all records once this match is made. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e.1).

4. **Since this course began, have you:**

	(MARK ONE ON EACH LINE) Yes	No
Learned what you wanted to learn in this course?	☐	☐
Changed your educational or career goals?	☐	☐
Had more responsibility added to your job?	☐	☐
Moved to a shift you prefer?	☐	☐
Switched from part-time to full-time?	☐	☐
Received a pay raise?	☐	☐
Been promoted?	☐	☐
Received an award, bonus, or other special recognition on your job?	☐	☐
Received your GED?	☐	☐
Applied for a new job?	☐	☐
Started a new job at another company?	☐	☐
Been laid off?	☐	☐
Left your job for any other reason? (*Please Specify:* _____)	☐	☐

5. **Please rate your ability to perform each of the following activities:**

	(PLEASE MARK ONE RESPONSE FOR EVERY ACTIVITY) Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

OUTCOMES FORM

OMB No.: 1875-0105
Expires: Nov. 30, 1997

1. Course Number: _____

2. Course Name: _____

3. Instructor's Name:

_____ (Last) _____ (First)

4. Name of Test or Assessment Measure: _____

5. Date Pre-Test Administered: |__|__|/|__|__|/19|__|__| (Month / Day / Year)

6. Date Post-Test Administered: |__|__|/|__|__|/19|__|__| (Month / Day / Year)

7. Is this assessment measure:

(MARK ONLY ONE)

01 ☐ A nationally-available standardized test?
02 ☐ A customized test?
03 ☐ A job-specific skill competency rating?
04 ☐ A monitored group or one-on-one interview?
05 ☐ Other (*Please Specify:* _____)

NAME OF LEARNER	PRE-TEST SCORE	PRE-TEST NOTES	POST-TEST SCORE	POST-TEST NOTES	IN THIS COURSE, WOULD YOU SAY THIS LEARNER PERFORMED:	COMMENTS
					(MARK ONLY ONE) 01 ☐ Above a satisfactory level? 02 ☐ At a satisfactory level? 03 ☐ Below a satisfactory level?	
					(MARK ONLY ONE) 01 ☐ Above a satisfactory level? 02 ☐ At a satisfactory level? 03 ☐ Below a satisfactory level?	
					(MARK ONLY ONE) 01 ☐ Above a satisfactory level? 02 ☐ At a satisfactory level? 03 ☐ Below a satisfactory level?	
					(MARK ONLY ONE) 01 ☐ Above a satisfactory level? 02 ☐ At a satisfactory level? 03 ☐ Below a satisfactory level?	

Tally Sheet—Semi-Annual Performance Report
National Workplace Literacy Program (New Paradigm)
Period # _____, From:_____To:_____

Partner/Employer/Union _____ Course No. & Name _____

Course Dates (from/to) _____ Total Course Hours _____

(a) Learner's Name/Code– (n* = new to project, c* = continuing from last period OR enrolling in project for 2nd+ course) (attach roster w/SSN)	(b) Ethnic Classification (check one for those students coded n*/new to project only)					(c) Age (median)	(d) Gender		(e) Contact Hrs. (reporting this period/student)	(f) Status** (of each learner)	(g) Outcomes (enter pre- & posttest dates/scores)		
	"W"	"B"	Hisp	Nat Am. /Alask	Asian/Pac Islander		M	F			Pretest	Posttest	Improved
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

c:\admin\nwlp\new6mo.doc

*n = new enrollments; count toward unduplicated count; c = continuing learner; count toward cumulative total

**Status Codes = (1) completed course, (2) continuing course, (3) dropped course

Workplace Success Project

Preliminary Data

Department: _____ Date: _____

Supervisor Name: _____ Phone: _____

Experimental Group (#1)

			Check all that Apply						
Employee ID Number	Number of Absents	Number of Times Tardy	Currently Works in Department	Promoted	Transferred	Quit	Terminated	Corrective Actions	Performance Appraisal Ratings

Department: _____ Date: _____

Control Group (#2)

			Check all that Apply						
Employee ID Number	Number of Absents	Number of Times Tardy	Currently Works in Department	Promoted	Transferred	Quit	Terminated	Corrective Actions	Performance Appraisal Ratings

Sample Final Reports to Business Partners

Final Report

St. Louis Community College

Workplace Success Project

BJC Health System

Barnes/Jewish - Food & Nutrition Department

Barnes/Jewish - Dispatch Department

Children's - Food & Nutrition Department

May 1998

Workplace Literacy Services Center

St. Louis Community College

Workplace Success Project
February 1 to March 17, 1998

General Course Format

The Workplace Success Project focused on training for entry-level employees, supervisors, managers, and liaisons. The entry-level employee program provided workplace essential skills to improve job retention and performance. The supervisor workshops provided an opportunity to develop coaching techniques and communication skills. The liaison training developed mentoring skills for a select group of experienced employees. The pilot project provided instruction for the employees in an experimental group with a control group of employees who did not receive instruction.

Prior to the training, St. Louis Community College instructors interviewed employees, supervisors, managers, Employee Assistant Program personnel, Human Resources personnel, Organizational Development personnel, and Support Services personnel to determine specific needs and skills for new entry-level employees, supervisors, managers, and liaisons. Supervisors and employees received promotional flyers stating the benefits of the Workplace Success Project.

From a list of forty entry-level employees, a random selection of the twenty-five employees for the experimental group was made. The fifteen employees were placed in the control group. (The original list of pilot and control names changed due to entry-level employees failing drug tests or not showing up for work.) Of those listed, some entry-level employees had two or more months of employment; some had less than one month employment.

The Workplace Success Project provided a twenty-six hour multisensory, participatory training program for entry-level employees, a ten hour supervisor-as-coach training program, and a twenty-eight hour liaison/mentor training program.

The Workplace Success Project's specialized curricula were customized for the entry-level employees, liaisons, supervisors, and managers. The entry-level manual focused on the skills needed to succeed in the workplace, e.g. communicate on the job, communicate with one's boss and co-workers, understand professionalism in the workplace, and plan for the future at the BJC Health System. The program enabled employees to discover their own professional strengths and weaknesses, to set individual goals, and to create action plans to help them succeed.

The supervisor's and manager's manual focused on an understanding of the different learning styles of employees, how learning styles impact departmental training, coaching techniques, communicating with new employees, and recognizing improved performance and service excellence. The liaison's manual included coaching and mentoring skills. Liaisons also were provided with the entry-level employee training materials.

All classes were facilitated using a multisensory (visual, tactile, auditory), participatory style with time for reflection and self-assessment by the participants.

The number of participants who were enrolled and completed the program.

	Enrolled	Completed
Managers and Supervisors	23	22
Liaisons	8	8
Entry-Level Employees	25	18
Total	56	48

Findings

Formal and informal methods of evaluation of this pilot program were used to determine progress and effectiveness:

1. *Client Data* **(See Appendix I)**
   - A list of twenty-three men and seventeen women were given to us from whom we randomly selected those who would be in the experimental and control group.
   - We randomly selected twenty-five participants in the experimental and fifteen in the control group.
   - Eighteen out of twenty-five participants within the experimental group completed the training. (Seven terminated or dropped from the program.) Twelve out of the fifteen participants in the control group are still employed. (Three terminated.)
   - We had twenty participants from BJ Food & Nutrition Department, nine from BJ Dispatch Department, and eleven participants from Children's Food & Nutrition Department. Participation was weighted from BJ Food & Nutrition Department.
   - The pilot was planned to serve new hire employees (in our opinion a person who has worked two months or less.) Twenty-seven out of the forty pilot participants were new hires. Thirteen were employed from three months to nine months.
   - We saw three of the experimental group promoted.
2. *Participant's Final Course Evaluations* **(See Appendix II)**

   Supervisors Summary
   - An overwhelming majority of participants in the supervisor training found the training very helpful. The ratings for the manual were high. They enjoyed the interactive learning activities. There were high ratings for the Workplace Literacy Services Center's facilitators, and the supervisors made suggestions for additional workshops and topics that they would like to see offered.

Liaison Summary

- The liaisons agreed with the supervisor's appraisal of the course as a value added training activity. Their comments reflected a new awareness of the power of communication and the way to help people learn.

Participants Summary

- The participant's comments reflected their new skills in communication, assertiveness, critical thinking, and self-management. By the end of the course the participants were able to articulate their needs and wants.

3. ***Instructor's Anecdotal Evidence*** **(See Appendix III)**
   - There are no easy training answers for these different groups. Frequent communication with supervisors is absolutely essential so newly hired participants are prepared and ready to attend training.
   - The stories of the participants in the experimental group provide many examples of how meaningful the training was to them. Communication improved, problem solving improved, and self-esteem improved.
   - The active learning resulted in skill transfer for improved job performance.

Recommendations

☑ ***Analyze current job training for entry-level employees.***

- Do employees have a mentor to transfer training to reality?
- Do employees have a guide for hospital policy?
- Do the employees review the guide orally with a mentor or supervisor?
- Are employees given guided hands on training?
- Are employees given guidelines for, and opportunities to practice customer service policy?
- How many employees understand hospital policies and procedures after one to two weeks of training?

These questions need to be addressed in each department.

☑ ***Establish a learning center that provides a highly visible training site capable of accommodating entry-level employee needs.***

- Train all entry-level employees in Workplace Success skills.
- Train all new supervisors in coaching and communication skills to utilize with entry-level employees.
- Provide computer-assisted instruction to improve low skill levels.
- Provide resources for supervisors, liaisons, and trainers for follow-up training and feedback.
- Provide a place to conduct Work Keys assessments for workers. (e.g. Match skills with jobs, develop individual learning plans).

☑ ***Continue to train employees during the work hours.*** These skills are essential to the job and the worker cannot be truly effective until they master/internalize the new behaviors.

☑ ***Train the trainers/educators in facilitation skills.*** These specific skills include asking questions to guide the group's thought processes and allowing the participants to discover solutions.

☑ ***Use problem-solving skills to solve departmental problems.*** The problem-solving activities should focus on specific problems within the work environment. Using a departmental problem, the group creates a solution. Then, each person creates a plan to take back to the floor to resolve the problem. Each employee needs to be held accountable to implement solutions including target dates to accomplish the tasks.

☑ ***Gain supervisors' buy-in.*** Participants need to be encouraged to attend classes, arrive on time, and have their duties assigned to other employees in advance of the training times.

☑ ***Assign participants to other sessions if the classes are scheduled on their day off.***

☑ ***Schedule managers and supervisors for classes before scheduling employees.*** Supervisors' buy-in will add more value to the program for employees. This will ensure change in the work place.

☑ ***Train entry-level employees in the Workplace Success classes within the first two months of employment.***

- Client data shows three promotions for participants in the experimental group. All three had been employed two months or less at the time of the training. Also, being given the

essential skills and support systems early into their assignments was highly valued as shown in the participant's evaluations of the training program.

- Some of the high school students attending the classes were not planning to continue their career at BJC. Omit temporary employees from this training.

Summary

We think that the resolution of the problem of a "revolving door" for these entry-level positions must be thoroughly analyzed. An assessment of the skill level of the workers, recognition of the dynamics of the rapidly changing workplace, and an assessment of the training programs that currently exist are the key first steps. The Workplace Success Project opened new avenues of learning that should be incorporated into an ongoing training program for all new employees.

The pilot program was successful in providing workplace essential skills for entry-level employees. The program also created a support system for those entry-level employees by training liaisons, supervisors, and managers to act as coaches and mentors on the job. All of the training improved the employee skills, increased productivity, and improved cooperation and respect among workers. This training has the power to transform the workplace. However, follow-up to reinforce the new skills is essential to its effectiveness. The next step that we recommend is the establishment of a learning center to provide the necessary workplace skills and to accommodate the needs of entry level employees.

Final Report

St. Louis Community College

Workplace Success Project

BJC Health System - Christian NE

May 1998

Workplace Literacy Services Center

St. Louis Community College

Workplace Success Project
March 9, 1998 to April 24, 1998

General Course Format

The Workplace Success Project focused on training for entry level employees, supervisors, managers, and liaisons. The entry-level employee program provided workplace essential skills to improve job retention and performance. The supervisor workshops provided an opportunity to develop coaching techniques and communication skills. The liaison training developed mentoring skills for a select group of experienced employees. The pilot project provided instruction for the employees in an experimental group with a control group of employees who did not receive instruction.

Prior to the training, St. Louis Community College instructors interviewed employees, supervisors, managers, educators, and Human Resource/Organizational Development personnel to determine specific needs and skills for new entry-level employees, supervisors, managers, and liaisons. Supervisors and employees received promotional flyers stating the benefits of the Workplace Success Project.

From a list of thirty new hires, a random selection of the fifteen employees for the experimental group was made. The remaining fifteen employees were placed in the control group. Of those listed, some entry-level employees had two or more months of employment; some had less than one month employment.

The Workplace Success Project provided a twenty-four hour multisensory, participatory training program for entry-level employees, a ten hour supervisor-as-coach training program, a twenty-eight hour liaison/mentor training program, and train-the-trainer sessions with educators after class meetings to discuss facilitation methodology.

The Workplace Success Project's specialized curricula were customized for the entry-level employees, liaisons, supervisors, and managers. The entry level manual focused on the skills needed to succeed in the workplace, e.g. communicate on the job, communicate with one's boss and co-workers, understand professionalism in the workplace, and plan for the future at Christian NE. The program enabled employees to discover their own professional strengths and weaknesses, to set individual goals and to create action plans to help them succeed.

The supervisor's and manager's manual focused on an understanding of the different learning styles of employees, how learning styles impact departmental training, coaching techniques, communicating with new employees, and recognizing improved performance and service excellence. The liaison's manual included coaching and mentoring skills. Liaisons also were provided with the entry-level employee training materials.

All classes were facilitated using a multisensory (visual, tactile, auditory), participatory style with time for reflection and self-assessment by the participants. Trainers participated in employee, liaison, and supervisor classes. After each session trainers had an opportunity to discuss facilitation methodology with the Workplace Literacy Services Center facilitator.

Several coaching workshops were given. (Supervisors and managers from numerous departments attended two coaching workshops that provided generalized coaching skills and strategies.)

The number of participants who were enrolled and completed the program.

	Enrolled	Completed
Managers and Supervisors	8	5
Liaisons	3	3
Trainers	2	2
Entry-Level Employees	15	13
Total	29	23

Findings

Formal and informal methods of evaluation were used to determine progress:

1. *Participants' Final Course Evaluations* (Appendix I)
2. *Instructor's Anecdotal Evidence* (Appendix II)
3. *Supervisor's Pre and Post Ratings for Employees in the Pilot and Control Group.* (Appendix III)

Recommendations

☑ ***Analyze current job training for new hires.***

- Do employees have a mentor to transfer training to reality?
- Do employees have a guide for hospital policy?
- Do the employees review the guide aloud with a mentor or supervisor?
- Are employees given guided hands on training?
- Are employees given guidelines for, and opportunities to practice customer service policy?
- How many employees understand hospital policies and procedures after one to two weeks of training?

These questions need to be addressed in each department.

☑ ***Continue to train employees during the work hours.*** These skills are essential to the job and the worker cannot be truly effective until they master/internalize the new behaviors.

☑ ***Train the trainers/educators in facilitation skills.*** These specific skills include asking questions to guide the group's thought processes and allowing the participants to discover solutions.

☑ ***Use problem-solving skills to solve departmental problems.*** The problem solving activities should focus on specific problems within the work environment. Using a departmental problem, the group creates a solution. Then, each person creates a plan to take back to the

floor to resolve the problem. Each employee needs to be held accountable to implement solutions including target dates to accomplish the tasks.

Summary

The pilot program was successful in providing workplace essential skills for entry level employees. The program also created a support system for those entry-level employees by training liaisons, supervisors, and managers to act as coaches and mentors on the job. Consultation in facilitation methodology for Christian NE trainers was provided. All of the training improved the employee skills, increased productivity, and improved cooperation and respect among workers. This training has the power to transform the workplace. However, follow-up to reinforce the new skills is essential to its effectiveness.

We think that the resolution of the problem of a "revolving door" for these entry-level positions must be thoroughly analyzed. An assessment of the skill level of the workers, recognition of the dynamics of the rapidly changing workplace, and an assessment of the training programs that currently exist are the key first steps. The Workplace Success Project opened new avenues of learning that should be incorporated into an ongoing training program for all new employees.

Appendix C

Sample ESL Material

Competency 1: Personal Information on the Job Weeks_____

Level	Functions	Language	Structures/Terminology	Resources
	Identify self	What's your name? My name is _____	Wh -questions	Text Role play, interview Work sheets
	Ask/answer questions on self	Are you married? Do you have children? Where are you from/what country are you from?	Yes/no responses Wh questions	
	Request and repeat for clarification	Excuse me, I don't understand Please repeat that		
	Fill out basic forms	Identification, name, first, last, middle, age, birthdate, sex, telephone number, marital status, dependents, country of origin, place of birth	Form words: circle, check, sign, print	Text, Forms and applications,

_____vacuum cleaner
_____spray starch
_____cleanser
_____pipe
_____laundry detergent
_____window cleaner
_____lightbulb
_____bleach
_____attachments
_____fabric softener
_____stepladder

_____feather duster
_____bucket
_____washing machine
_____flashlight
_____mousetrap
_____laundry
_____dustpan
_____mop refill
_____garbage can
_____sponge mop
_____iron

_____plunger
_____clothespins
_____dryer
_____rags
_____laundry basket
_____circuit breaker
_____paper towels
_____clothesline
_____ironing board
_____broom

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Session II
Summary
ESL Hyatt Regency

Eric Report
Teaching and Learning English
Working in English

August 12

Introduce prepositions

on	by	between
in	next to	
over	in front of	
under	in back of	

Introduce amenity tray vocabulary

shampoo	shower cap	soap
body lotion	mending kit	tray
mouth wash	shoe mitt	

Eric Report pp 31

August 14

Review vocabulary from Aug 12 class — Technique from: *Teaching and Learning Language* p. 63

Teacher gives instructions using prepositions.

Activity: Pair students, they take turns giving instructions
Student 1 asks, "Where's the...?" (shoe mitt, soap, etc.)
Student 2 answers, "The shoe mitt is...the tray."

August 19

Review prepositions from Aug 12 class — Technique from: *Teaching and Learning Language* p. 63

Teacher ask's question,
students must respond with complete sentences.
Example: The pencil is **on** the book.
The pencil is **next to** the book.

Introduced "across from"
Where's (name a student)?
He's **across from** (name another student.)

Introduce dialog — *Working in English* p 136

Pass Maps — *Eric Report* p 34

Introduce Vocabulary

Appendix D

Sample Presentation Packets

Presentation Packets
Table of Contents

Integrating Basic Skill Upgrades with Technical Training

Engaging the Worker for Skills 2000

Searching for the Magic Answer: Level Three and Four Evaluations

Instructional Design for Customized Courses

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Integrating Basic Skill Upgrades with Technical Training

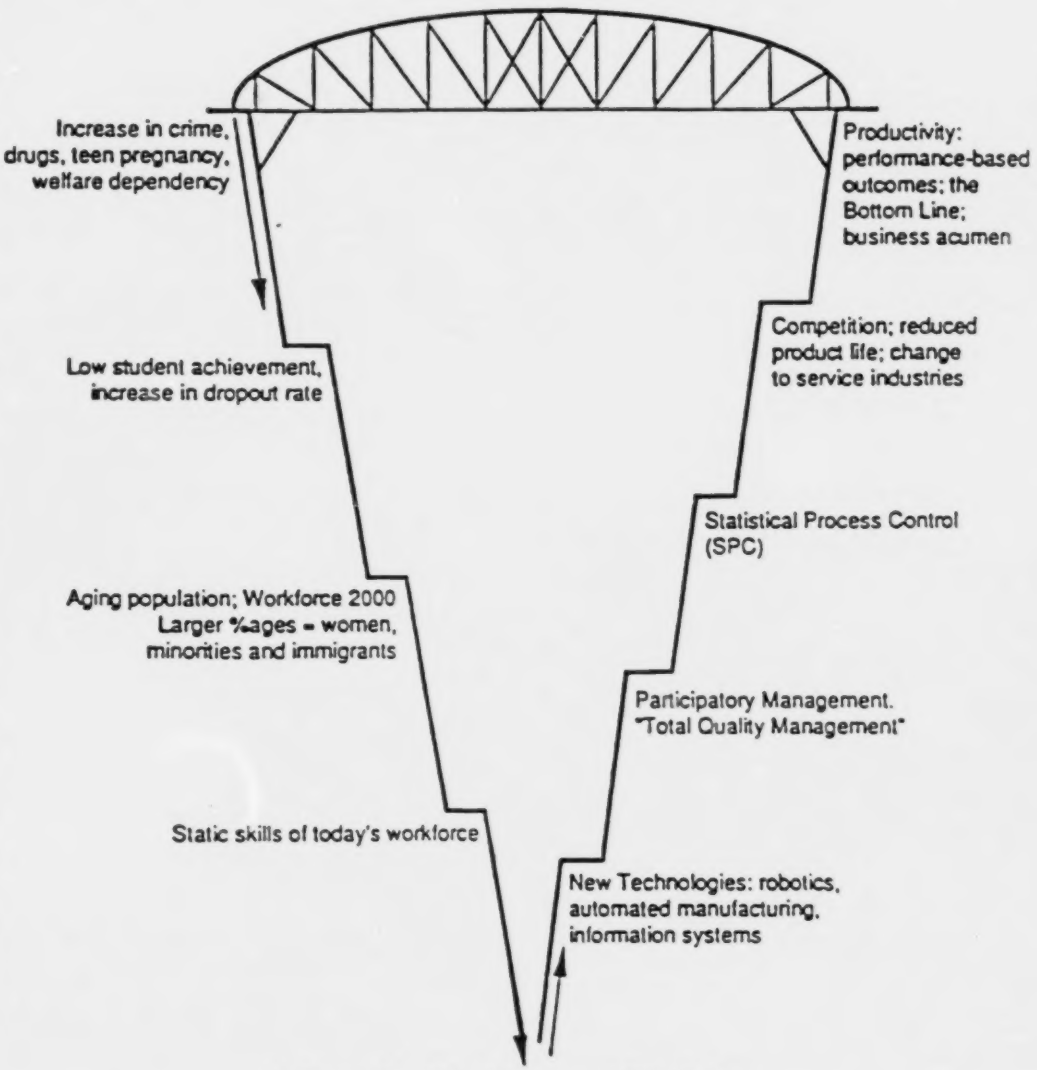
A National Workplace Literacy Partnership

Presented by:

St. Louis Community College

Wilma Sheffer, Director
Workplace Literacy Services Center/New Paradigm for Effective Workforce Skills

"Bridging the Gap"
Skills Enhancement through Workplace Basics


Increase in crime, drugs, teen pregnancy, welfare dependency
Low student achievement, increase in dropout rate
Aging population; Workforce 2000
Larger %ages = women, minorities and immigrants
Static skills of today's workforce
New Technologies: robotics, automated manufacturing, information systems
Participatory Management. "Total Quality Management"
Statistical Process Control (SPC)
Competition; reduced product life; change to service industries
Productivity: performance-based outcomes; the Bottom Line; business acumen
A Changing Workforce and Workplace

Graphic depiction by Wilma Shelfer,
St. Louis Community College; August 1990

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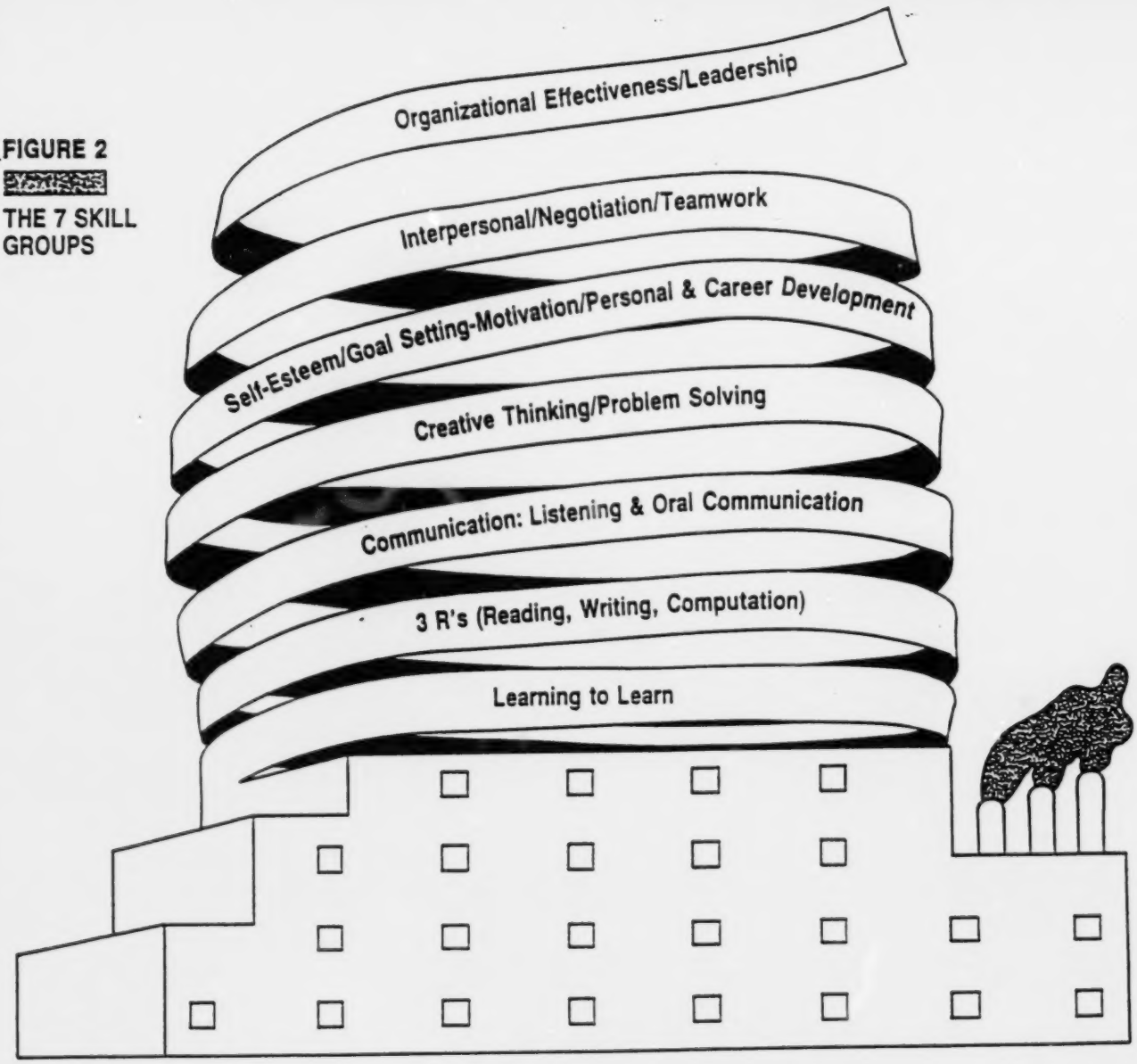
FIGURE 2

THE 7 SKILL GROUPS



Workplace Know-How

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

The Foundation -- competence requires:

- **Basic Skills:** reading, writing, arithmetic and mathematics, speaking and listening;
- **Thinking Skills:** thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities:** individual responsibility, self-esteem, sociability, self-management, and integrity.

Competencies -- effective workers can productively use:

- **Resources:** allocating time, money, materials, space, and staff;
- **Interpersonal Skills:** working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information:** acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems:** understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology:** selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

From: Secretary's Commission on Achieving Necessary Skills (SCANS)

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Process Tools

Study Strategies

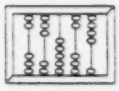
1. **Key Words**
   - Look for new words, abbreviations, main ideas, and definitions.
2. **Note Taking**
   - Identify your study strengths (use highlighters, abbreviations, shorthand, etc.).
   - Develop a system that works for you.
3. **Job Aids**
   - Use materials to help you on the job.
4. **Estimating**
   - Think in round numbers.
5. **Memory Aids**
   - Use tips, formulas, and memory tricks.

Tools for Learning

Key Words

Note Taking

Job Aids



Estimating

Memory Aids

NEW PARADIGM for EFFECTIVE WORKFORCE SKILLS

Tools for Learning

Practice Using the Dial Caliper—

Steps for Recording Measurements

1. Reading the bar you see six parts, or .6 of an inch.
   Write: .600.

2. From your first reading of the dial, you saw that the indicator had come to and gone past the 20 mark, or .020 of an inch.
   Write: .020.

3. From your second reading of the dial, you counted seven marks past the 20.
   Write: .007.

4. Add: .600 + .020 + .007 = .627.
   You now have the real O.D. measurement of the copper tube. What if the drawing for the copper tube has a callout of .625?

5. To find if your measurement falls within the drawing's tolerance range, you subtract:
   .627 – .625 = .002.

Question

Write It

Student Daily Log

Basic Blueprint Reading

Student's Name _____

Date _____

What did I learn today?

What did I find useful about the lesson?

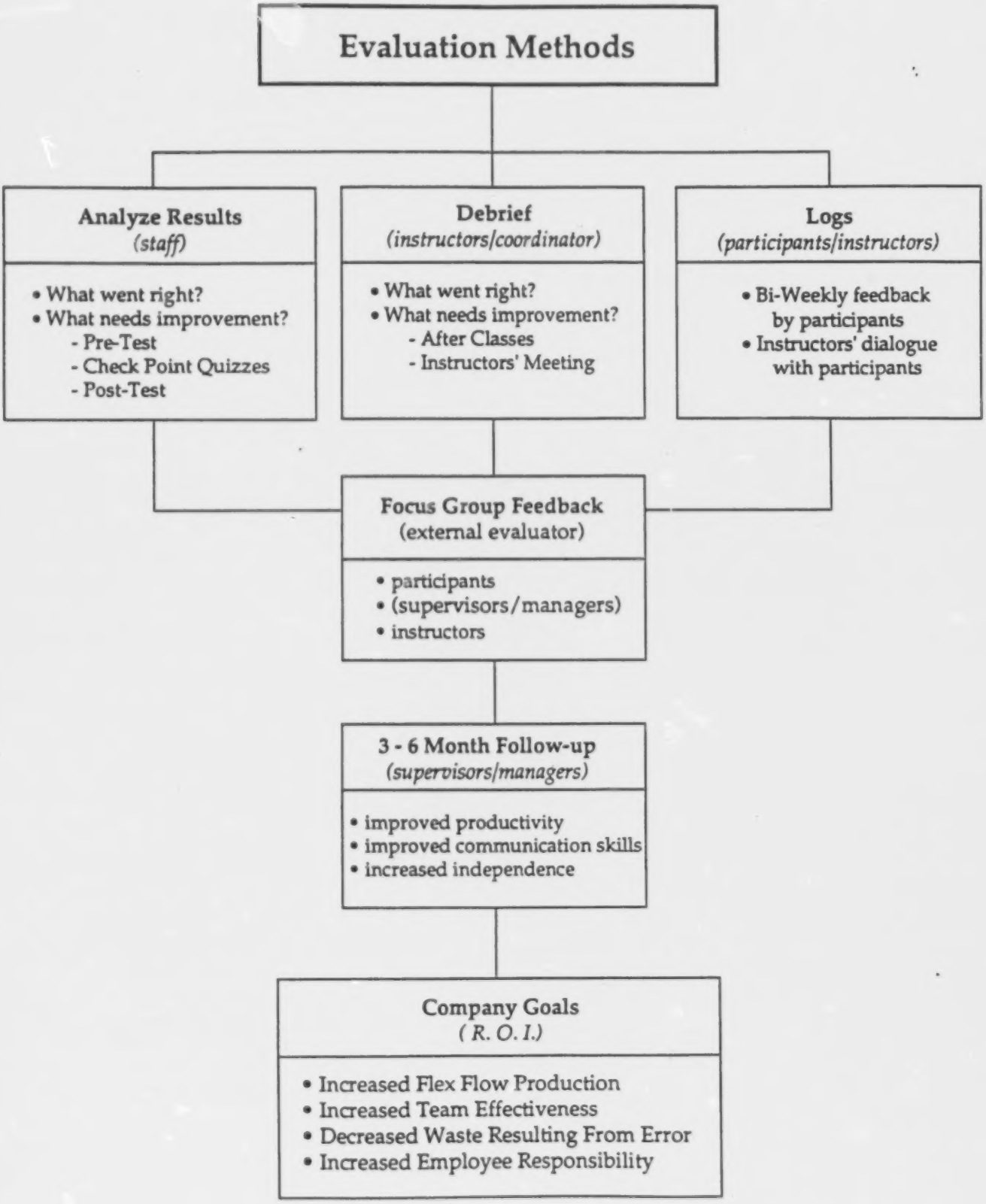
What did I find not necessarily useful?

What could have been done to improve the effectiveness of the lesson?

What other reactions do I have to the class, materials, discussion, etc.?

Am I comfortable with the material?

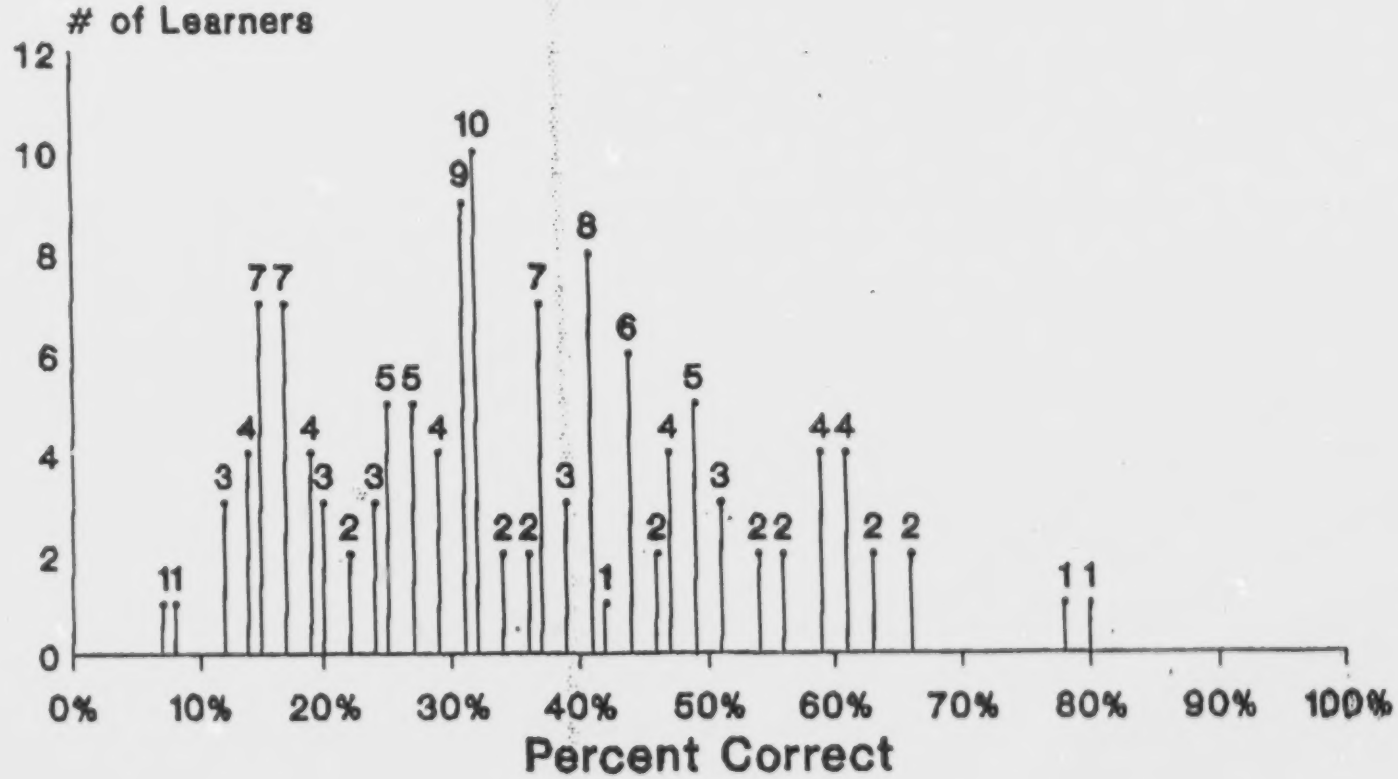
Why or why not?


Evaluation Methods
Analyze Results
(staff)
• What went right?
• What needs improvement?
- Pre-Test
- Check Point Quizzes
- Post-Test
Debrief
(instructors/coordinator)
• What went right?
• What needs improvement?
- After Classes
- Instructors' Meeting
Logs
(participants/instructors)
• Bi-Weekly feedback by participants
• Instructors' dialogue with participants
Focus Group Feedback
(external evaluator)
• participants
• (supervisors/managers)
• instructors
3 - 6 Month Follow-up
(supervisors/managers)
• improved productivity
• improved communication skills
• increased independence
Company Goals
(R. O. I.)
• Increased Flex Flow Production
• Increased Team Effectiveness
• Decreased Waste Resulting From Error
• Increased Employee Responsibility

BLUEPRINT PRE-TEST SCORE DISTRIBUTION

New Paradigm - Baldor Electric Co.

Total Testing Population of 129



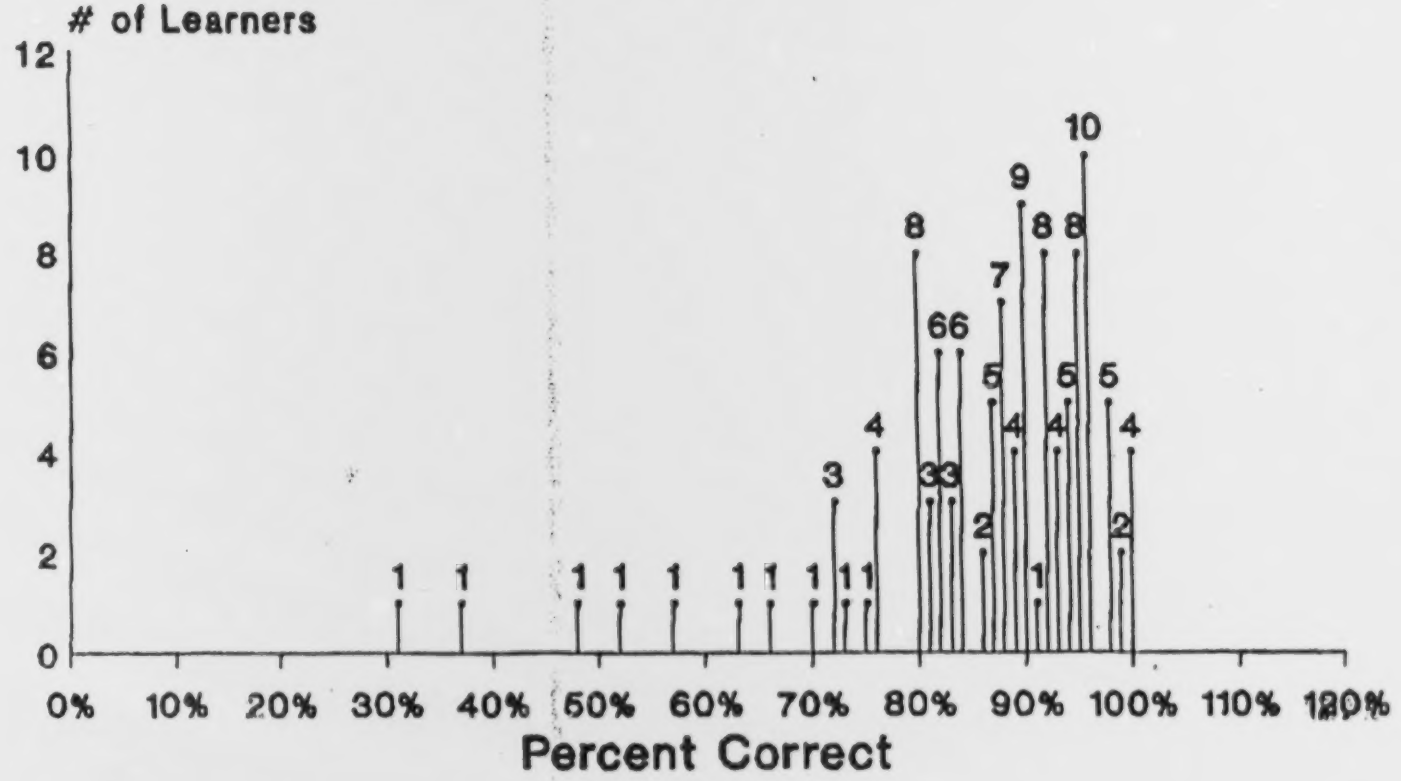
April 1995

Revised 09/13/95

BLUEPRINT POST-TEST SCORE DISTRIBUTION

New Paradigm - Baldor Electric Co.

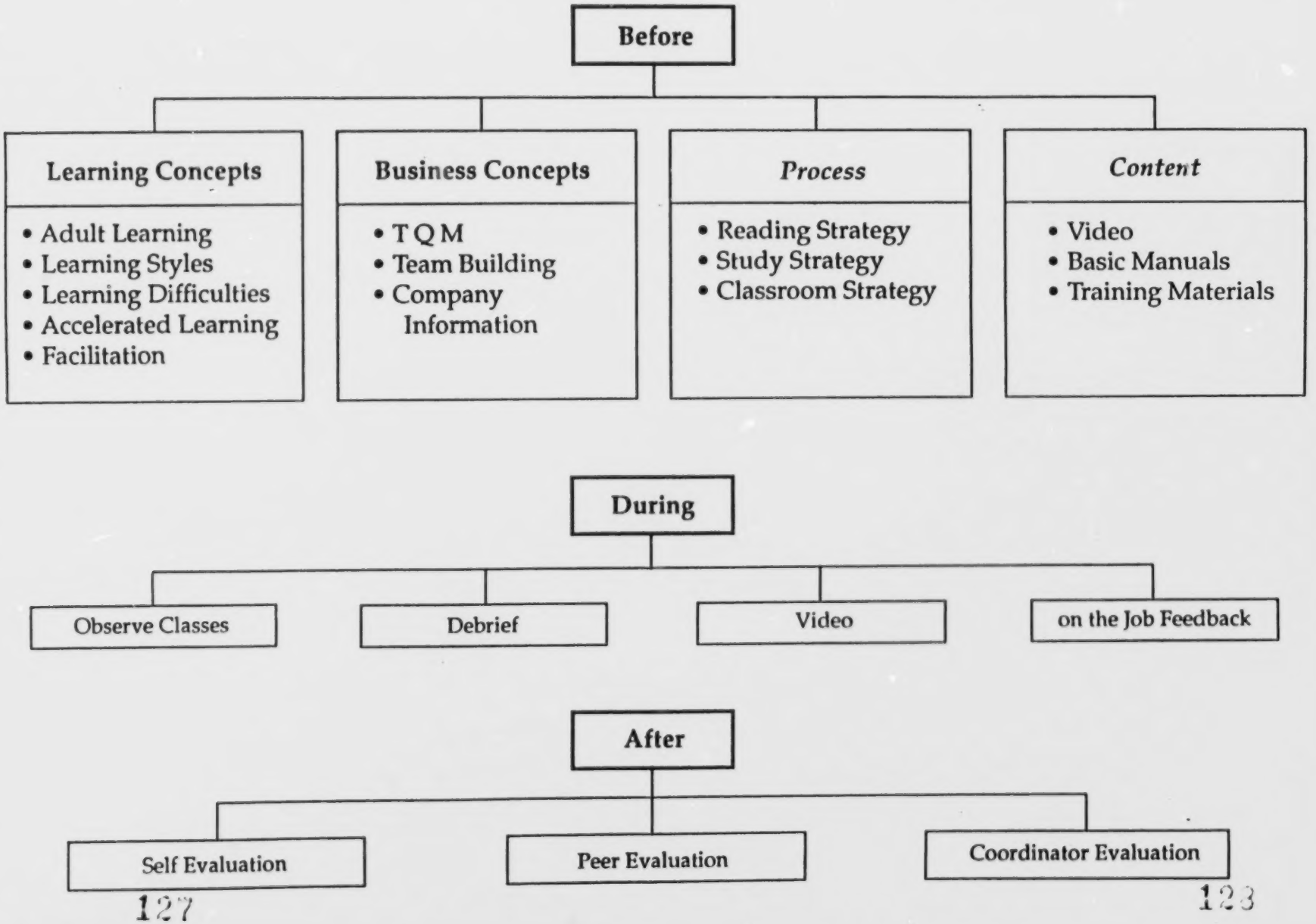
Total Testing Population of 117



August 1995

Revised 09/13/95

Staff Development Procedure



Comparing Traditional and High-Performance Work Organizations

Role of Workplace Education	
Traditional	**High-Performance**
• No long-term strategy that integrates education and training • Company distinguishes between education and training for management and line workers • Workplace education is viewed as remedial • May be conflict between education and production (release time)	• Education and training part of continuous improvement • Goals for education are long range • Focuses education/training on building skills for continuous improvement and flexibility (cross-training) • Education generally takes place on work time

Reference: Stein and Sperazi, (1990). Workplace Education in Context. ERIC Clearinghouse, Columbus, Ohio.

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NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Engaging the Worker for Skills 2000

A National Workplace Literacy Partnership

Presented by:

St. Louis Community College

Wilma Sheffer, Director
Workplace Literacy Services Center/New Paradigm for Effective Workforce Skills
Lorna Finch, Coordinator, New Paradigm for Effective Workforce Skills
Carol Crebs, Coordinator, New Paradigm for Effective Workforce Skills

Forest Park Campus • 5600 Oakland Ave. Room G-311 • St. Louis, MO 63110-1393
Phone: (314) 644-9603 • Fax: (314) 644-9982

AAACE Adult Education Conference
Fast Forward to the Future: Technology, Assessment, and Professionalism
Kansas City, MO – November 1-4, 1995

Learning Style Identification

Past	*Present*	*Future*
Reluctant	**Leisurely**	**Lifelong**
• New exercise	• Learn new software	• Internet
• Operate new equipment	• Time management	• Coaching skills
•	•	•
•	•	•

How do you leverage the natural desire to learn?

Adapted from: Creating a Learning Organization, by B. Braham, Crisp publications Inc.

Learning Styles Inventory

Place a check next to the activities which best describe YOU.

I like to/I:	I:	I:
❑ fold paper when told to make columns	❑ love to talk	❑ ignore auditory directions
❑ rock in a chair	❑ love to listen to someone read or talk	❑ ask for repeated directions
❑ shake my leg	❑ talk to myself	❑ look to see what others are doing
❑ tap or wiggle pens, pencils, etc.	❑ read aloud	❑ get the words to a song wrong
❑ reach out to touch everything: people or things	❑ am distracted by noises	❑ turn the radio or TV up real loud
❑ do not trust my eyes or ears until I touch the things	❑ use my finger to read	❑ write lots of notes
❑ collect "things".	❑ put head near the work	❑ watch speaker's mouth
❑ have a low interest in reading	❑ hood eyes with my hand	❑ don't like to talk on the phone
❑ break up toothpicks or play with straws	❑ don't do well with charts & graphs	❑ go off into another world when lectured to
❑ take things apart, put things together	❑ need words to go with cartoon	❑ enjoy reading
❑ dress for comfort	❑ can't draw without something to copy	❑ do well with charts and graphs
❑ take lots of baths or showers	❑ can't use maps, need oral directions	❑ need maps, get lost with oral directions
❑ talk fast, using my hands	❑ use jingles to learn things	❑ have good handwriting
❑ tend to interrupt	❑ don't do well with symbols	❑ good at puzzles
❑ like to try new things	❑ can't stand silences, need to talk and need others to talk	❑ organized, like things neat
Total =	Total =	Total =

Count the check marks in each column and place the total at the bottom.
The column with the greatest number of checks indicates your primary learning styles.

My primary learning style is _____

NEW PARADIGM for EFFECTIVE WORKPLACE SKILLS

Communication Styles Inventory

Instructions

In the space provided below, identify those behaviors which are **MOST-TO-LEAST** characteristic of you . **Working left to right in 1 row at a time,** assign "4" points to the MOST characteristic behavior, "3" to the next most characteristic, then "2" and finally "1" to your LEAST characteristic behavior.

	I.		II.		III.		IV.	
1.	_____	Directing	_____	Influencing	_____	Steady	_____	Cautious
2.	_____	Confident	_____	Optimistic	_____	Deliberate	_____	Restrained
3.	_____	Adventurous	_____	Enthusiastic	_____	Predictable	_____	Logical
4.	_____	Determined	_____	Open	_____	Patient	_____	Analytical
5.	_____	Daring	_____	Impulsive	_____	Stabilizing	_____	Precise
6.	_____	Restless	_____	Emotional	_____	Protective	_____	Doubting
7.	_____	Competitive	_____	Persuading	_____	Accommodating	_____	Curious
8.	_____	Assertive	_____	Talkative	_____	Modest	_____	Tactful
9.	_____	Experimenting	_____	Charming	_____	Easy-Going	_____	Consistent
10.	_____	Forceful	_____	Sensitive	_____	Sincere	_____	Perfectionist
11.	_____	TOTAL	_____	TOTAL	_____	TOTAL	_____	TOTAL

Instructions for counting and graphing

1. Total the numbers in each of the four columns.
2. Check the accuracy by adding all the columns together. They should equal 100.
3. Plot the numbers from the totals columns on the graph to the right.

Level of Energy	I	II	III	IV
	40	40	40	40
	38	38	38	38
	33	33	33	33
	31	31	31	31
	29	29	29	29
	27	27	27	27
	24	24	24	24
	21	21	21	21
	19	19	19	19
	16	16	16	16
	14	14	14	14
	11	11	11	11
	9	9	9	9
	7	7	7	7
	4	4	4	4
	0	0	0	0

* *Source unknown*

NEW PARADIGM for EFFECTIVE WORKFORCE SKILLS

Communication Pre and Post Assessment

Name and Class: _____

Rate yourself on a scale of 1 through 10 on the following questions.
1 = needs improvement and 10 = excellent. Circle the number which best represents your ability level.

1. I am aware of my learning style and know what techniques help me learn best.	1	2	3	4	5	6	7	8	9	10
2. I understand my communication style and know my strengths and weaknesses.	1	2	3	4	5	6	7	8	9	10
3. I can listen to others even when I don't agree.	1	2	3	4	5	6	7	8	9	10
4. I can listen well even with distractions around me.	1	2	3	4	5	6	7	8	9	10
5. I organize my thoughts before I speak.	1	2	3	4	5	6	7	8	9	10
6. I'm comfortable asking questions when I'm unsure.	1	2	3	4	5	6	7	8	9	10
7. I can usually understand what other people's body language is saying.	1	2	3	4	5	6	7	8	9	10
8. I'm aware of what my body language is saying to others.	1	2	3	4	5	6	7	8	9	10
9. I can argue an idea without making other people angry.	1	2	3	4	5	6	7	8	9	10
10. I use I-messages to be assertive and non-threatening.	1	2	3	4	5	6	7	8	9	10
11. I know the six steps of problem solving and use those to help me solve problems.	1	2	3	4	5	6	7	8	9	10
12. I often use brainstorming to find different solutions to problems.	1	2	3	4	5	6	7	8	9	10

What questions have low numbers? Why? What could be done to improve your skills in those areas?

Process Tools

Study Strategies

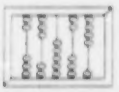
1. **Key Words**
   - Look for new words, abbreviations, main ideas, and definitions.
2. **Note Taking**
   - Identify your study strengths (use highlighters, abbreviations, shorthand, etc.).
   - Develop a system that works for you.
3. **Job Aids**
   - Use materials to help you on the job.
4. **Estimating**
   - Think in round numbers.
5. **Memory Aids**
   - Use tips, formulas, and memory tricks.

Tools for Learning

Key Words

Note Taking

Job Aids


Estimating

Memory Aids

NEW PARADIGM for EFFECTIVE WORKFORCE SKILLS

Tools for Learning

Baldor Alphanumeric Systems

Like most companies, Baldor uses several ***alphanumeric*** systems.

Write It!

1. What does ***alpha*** mean?

   _____

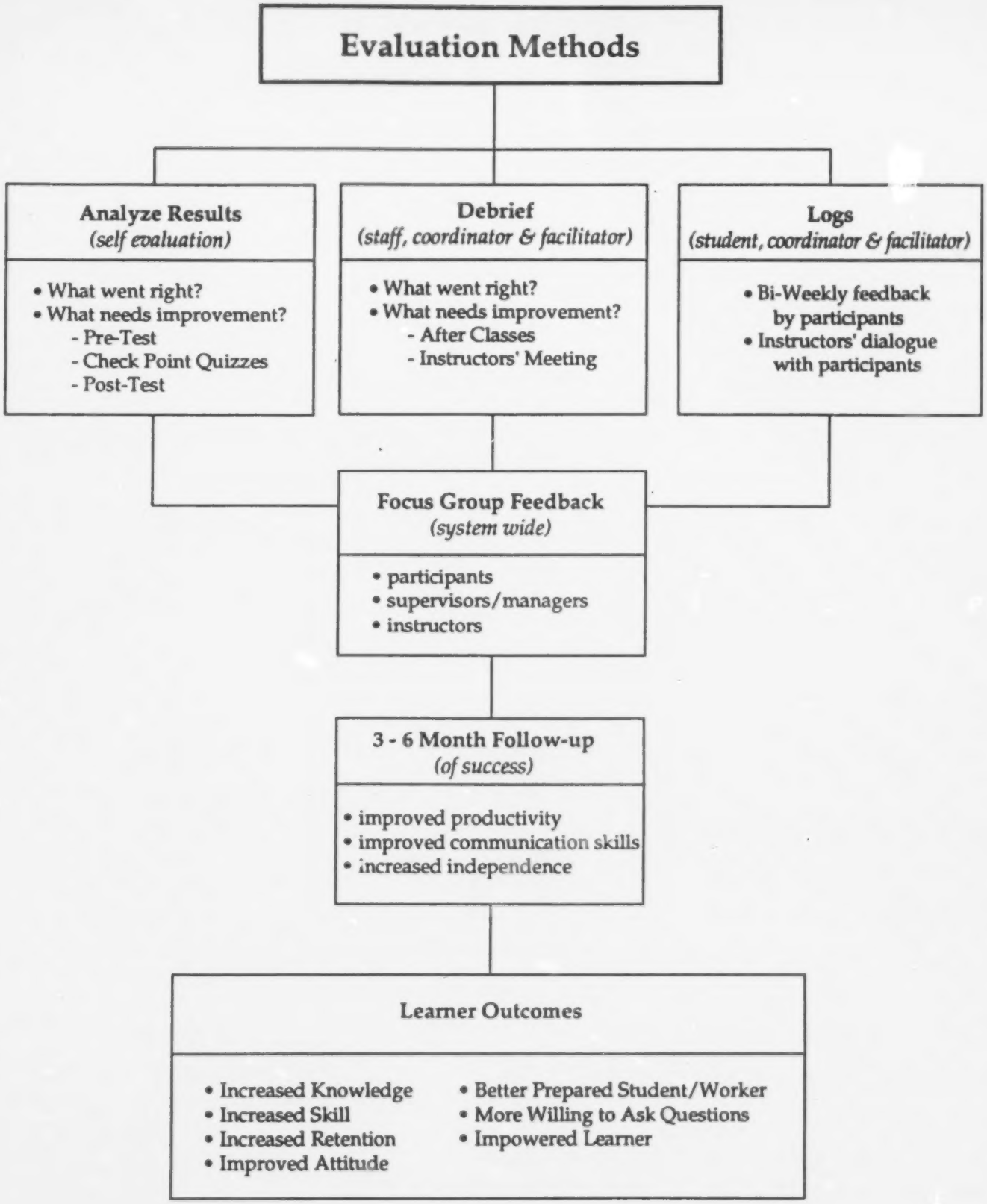
2. What does ***numeric*** mean?

   _____

The word ***alphanumeric*** means that both numbers and letters are used. There are two types of alphanumeric systems. The first is ***sequential***. That is, whatever is being categorized is listed in "1, 2, 3 ..." order.

Key Terms

The second is ***significant***. This means the numbers and letters in the system have meaning. For example, Drawing 35RC0002 illustrates how numbers and letters are used together. The 35 and the RC are ***significant***. The 0002 is ***sequential***.


Evaluation Methods
Analyze Results
(self evaluation)
• What went right?
• What needs improvement?
- Pre-Test
- Check Point Quizzes
- Post-Test
Debrief
(staff, coordinator & facilitator)
• What went right?
• What needs improvement?
- After Classes
- Instructors' Meeting
Logs
(student, coordinator & facilitator)
• Bi-Weekly feedback by participants
• Instructors' dialogue with participants
Focus Group Feedback
(system wide)
• participants
• supervisors/managers
• instructors
3 - 6 Month Follow-up
(of success)
• improved productivity
• improved communication skills
• increased independence
Learner Outcomes
• Increased Knowledge
• Increased Skill
• Increased Retention
• Improved Attitude
• Better Prepared Student/Worker
• More Willing to Ask Questions
• Impowered Learner

Additional Resources

Braham, B. "*Creating a Learning Organization*" Crisp Publications, Inc., Menlo Park, CA 940251 800 442-7477

Palmer, D., & Weinstein, C., *START Strategic Assessment of Readiness for Training*, H & H Publishing Co. Inc., Clearwater, FL 34625 1 800 366-4079

Sonbuchner, G., *Help Yourself-How to Take Advantage of Your Learning Styles*, New Readers Press, Syracuse, NY 13210

Leatherman's Training Trilogy, *Facilitation Skills*, International Training Consultants, Inc. Richmond, VA 23235 (804) 320-2415

NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Searching for the Magic Answer: Level Three and Four Evaluations

A National Workplace Literacy Partnership

Presented by:

St. Louis Community College
Forest Park

Wilma Sheffer — *Director, Workplace Literacy Services Center*
Director, New Paradigm for Effective Workforce Skills

Lorna Finch — *Coordinator, New Paradigm for Effective Workforce Skills*

5600 Oakland Ave., Room G-311 • St. Louis, MO 63110-1393
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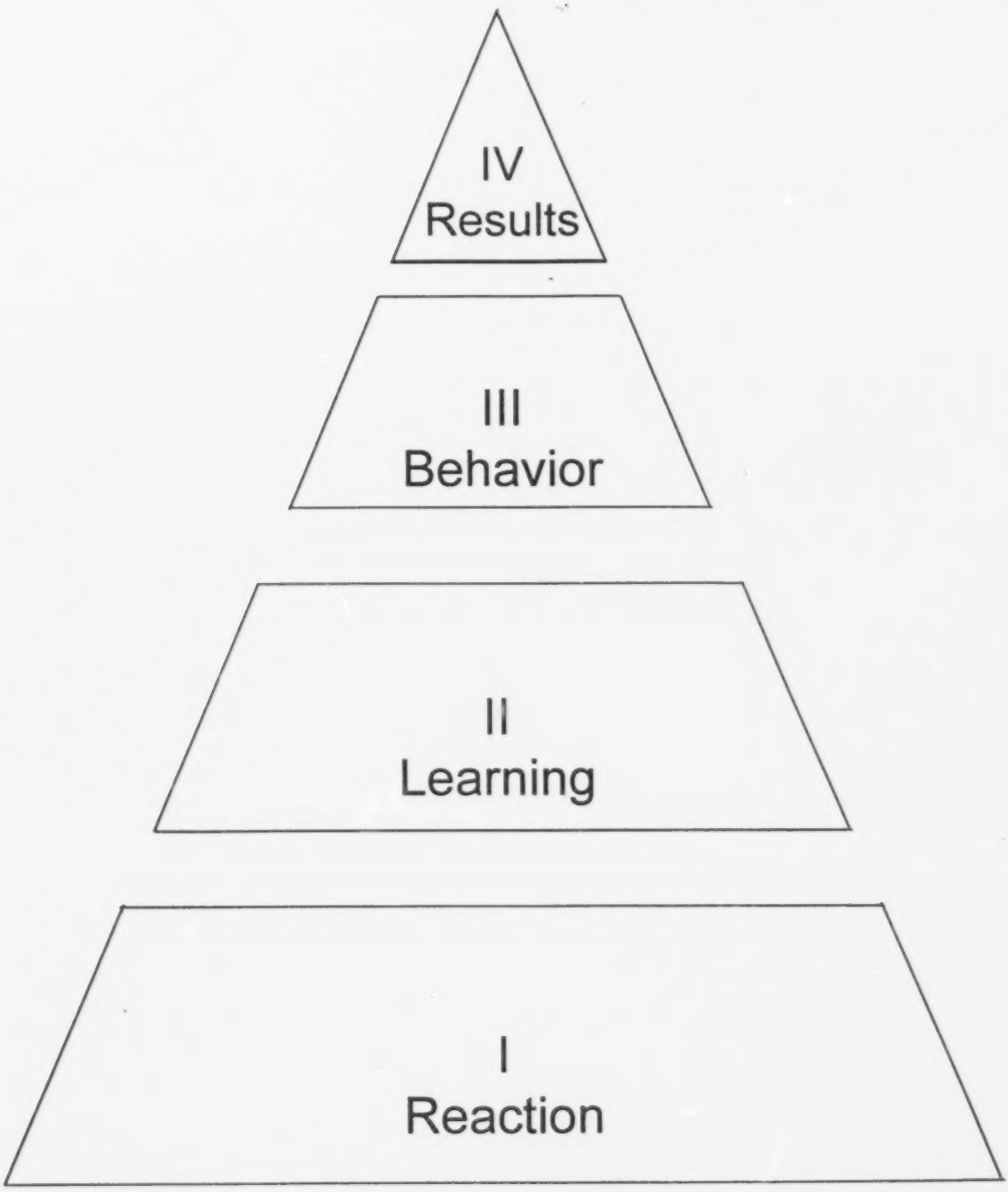
Illinois Partnerships for Work Force Education Conference

Chicago, Illinois • January 22-24, 1997

How to Evaluate the Impact of Training



How to Evaluate the Impact of Training

I. Reaction	Are the participants satisfied with the program, i.e., did they like it? ◆ Instrument: Questionnaires.
II. Learning	Did participants learn what it was intended they learn? ◆ Instruments: Tests, performance demonstrations.
III. Behavior	Are participants using the learned skills on the job? ◆ Instruments: Surveys, interviews.
IV. Results	In the application of skills, has there been any impact on the business? ◆ Instruments: Business results.

Level III—What is the transfer of knowledge and skills to the job?

Where to Collect This Information

- Interviews and focus groups
- Observations
- Evaluations by supervisors, co-workers, customers, patients, etc.
- Surveys

Factors to Consider

- Cost of collecting and compiling data
- Availability of data
- Timing—When is the right time?
- Can this data be collected in an unobtrusive way?
- What other environmental factors are affecting the new behaviors?

But You Still Want Level III Evaluation Measures

You Need

- A solid evaluation design
- Baseline information
- A control group and an experimental group
- Analysis of data

Level IV—What is the Impact?

Where to Collect This Information

- Organizational performance indicators
- Existing company records
- Training costs/program costs

Factors to Consider

- Timing—It can take a long time.
- Cost (staff, resources, etc.)
- Can all results be converted into monetary terms?

But You Still Want Level IV Evaluation Measures

You Need

- Formulas
- Hard and soft data (You may have to estimate costs, and it's easier to attach a price to hard data.)
- Qualitative and quantitative data (Sometimes anecdotes are more credible than tables and charts.)

Step 2—Identify Key Responsibilities and Weights

Assembles Widgets ..... (60%)

Performs Tests and Monitors Quality ..... (20%)

Completes a Variety of Reports ..... (15%)

Participates in Process Improvement ..... (5%)

Total 100%

Identify Critical Skills

Completes a Variety of Reports ..... (15%)

- Writing
- Reading
- Numbers and arithmetic
- Knowledge of correct report format
- Time management

Calculate Skill Weights

15% weight ÷ 5 skills = 3% weight per skill
(for "Completes a Variety of Reports")

Adapted from "Demonstrating the Value of Training & Development"
by Jim Graber, Ph.D.

Step 5—Identify Gaps and Costs

Assumptions

- Salary and Benefits = $30,000
- Writing = 3% Weight
- John is rated a "3" on writing, equal to 50% proficiency.

Calculations

- Calc 1: $30,000 × 3% = $900
  (the skill value for fully qualified employee)
- Calc 2: $900 × 50% rating = $450
  (John Smith's writing competency contributes $450, leaving a $450 gap from optimum.)

Adapted from "Demonstrating the Value of Training & Development"
by Jim Graber, Ph.D.

"Thiagi" (Sivasailam Thiagarajan) says,

"Be selective about the level of evaluation … Don't attempt a Level IV evaluation unless the program deals with critical skills and will be used with large groups for a long time."

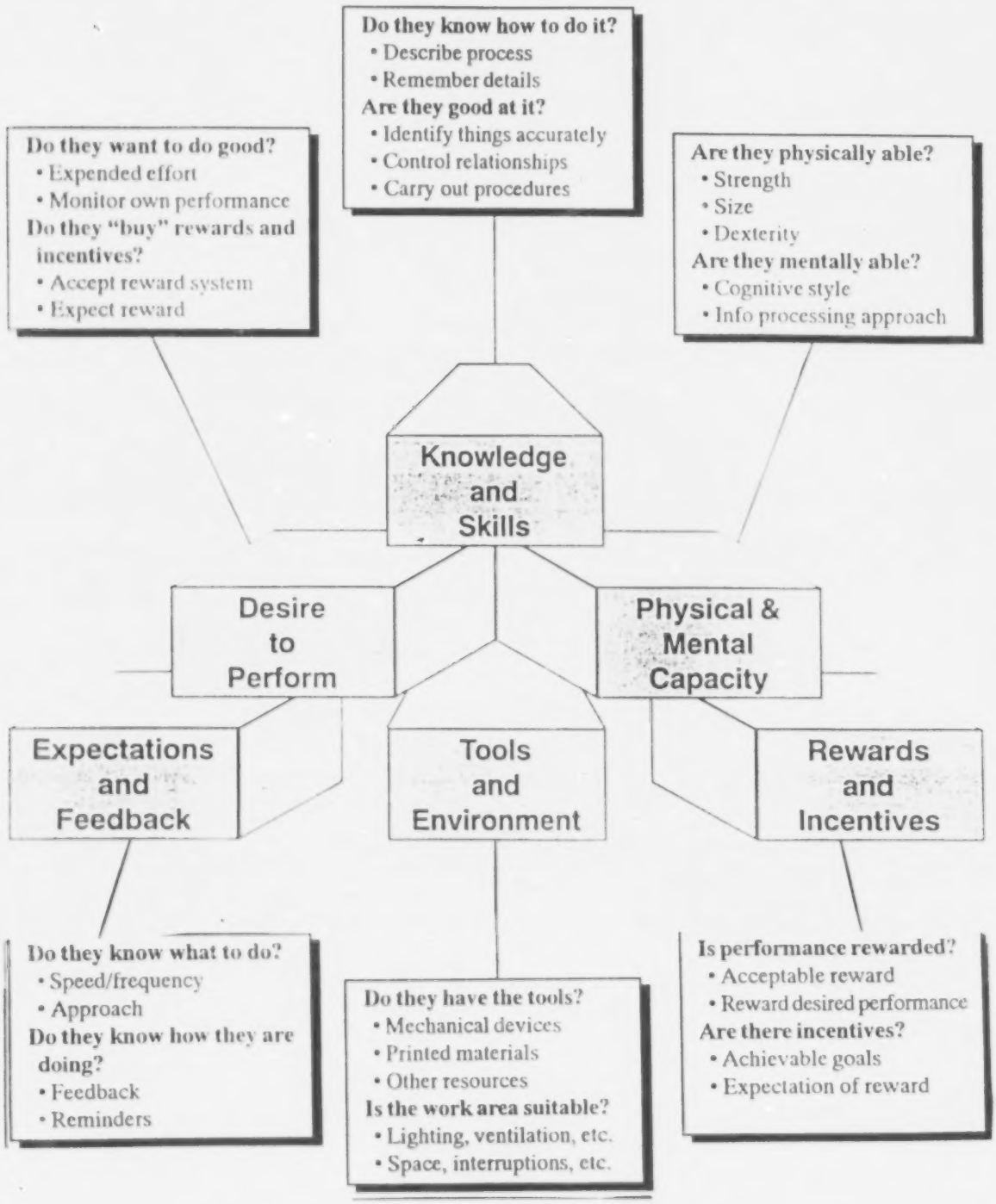
Evidence vs. Proof

Level I: Reaction	Are people telling the truth?
Level II: Learning	Are there other factors affecting the learning (difference between pre/post scores, etc.)?
Level III: Behavior	Do you have accurate baseline information (control groups)?
Level IV: Results	Have you eliminated all the other factors?

Kirkpatrick says,

"Let's shoot for *proof* but be satisfied with *evidence*."

Annotated Performance Pyramid



From: *Performance Improvement*, Using the Performance Pyramid, by John Wedman, Wedman Graham Training Program Analysis & Design, Columbia, MO, 1992.

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Table 1. Organizational Performance Indicators

absenteeism
accidents
backlog
benefits
changes
charges
clients
complaints
confidence
conflicts
corrections
cost overruns
customers
cycle time
decisions
defects
delays
downtime
efficiency
employees
equipment use
errors
feedback
firing
forms
grievance
ideas
improvements
incentives
indirect costs
inventory
jobs
loss
loyalty
new accounts
new hires
new products
orders
overhead
overtime
production
profit
projects
promotions
ratings
rejects
reports
rework
safety violations
sales
satisfaction
savings
scrap
shipments
sick leave
sickness
skills
suggestions
tardiness
training
transactions
transfers
travel
turnover
units produced
units serviced
units sold
violations
waste

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Bernthal, Paul R. (1995, September). *Evaluation That Goes the Distance*. Training & Development Journal, pp. 41–45.

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Kirkpatrick, Donald L. *Evaluating Training Programs: Evidence vs. Proof*. Training & Development Journal, pp. 20–22.

Phillips, Jack J. (1996, April). 3rd article of 3 in the series on training ROI. Training & Development Journal, pp. 20–24.

Pine, Judith, and Tingley, Judith C. (1993, February). *ROI of Soft-Skills Training*. Training magazine.

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NEW PARADIGM
for
EFFECTIVE WORKFORCE SKILLS

Instructional Design for Customized Curricula:
The New Paradigm for Effective Wokforce Skills

A National Workplace Literacy Partnership

Presented by:

St. Louis Community College
Forest Park

Wilma Sheffer, *Director, Workplace Literacy Services Center and*
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'97 NETWORK CONFERENCE
GET TO WORK

Clearwater Beach, FL • March 22-25, 1997

Process Tools →

Use the process tools to help you learn the content.

Study Strategies

1. Key Term

Look for new words, abbreviations, main ideas, definitions, and formulas.

2. Note Taking

Identify your study strengths and develop a system that works for you (i.e., use highlighters, abbreviations, shorthand, outlines, etc.)

3. Job Aid

Create and use visual tools to help you on the job.

4. Memory Aid

Use tips, formulas, and memory tricks.

5. Organization

Manage your documents, duties, ideas, and time.

Note Taking

Note taking is identifying a system that helps you remember information.

Note Taking

This is the ***note-taking*** symbol used throughout the text. When you see it, use these tips to get the most out of taking notes:

Draw pictures. Repeat information out loud. Ask the speaker to repeat information. Tape record the information to take notes at a later time. Highlight written material to ***skim*** faster. Abbreviate for margin notes and outline notes.
Develop your own shorthand. Abbreviate w/o losing meaning.

& ..... and	2 ..... *to*
@ ..... *at*	^ ..... *up*
$ ..... *cash, cost, or money*	wh/ ..... *which*
ea ..... *each*	w/ ..... *with*
ex ..... *example*	w/o ..... *without*
/ ..... *no*	u ..... *you*
# ..... *number*	

- Listening = Tune in 2 the speaker's motions, vocal tone, & rhythm 2 know what's important.

  Tip! Bored? Ask a question or make a comment!

- Analyzing = Think of the speaker's outline. Practice thinking like the speaker.

  Tip! Answer the questions who?, what?, where?, when?, why?, & how?

- Selecting = Highlight w/ colors 2 pull headlines & important facts off the page.

  Tip! Find & highlight the 5 Ws & How.

- Writing = Divide paper in 2 lengthwise; write notes on the left & headlines on the right.

  Tip! Make small drawings in the margins 2 lift key ideas off the page. Write legibly.

Highlight the information on this page that you want to remember.

Note Taking

Building Your Vocabulary

How to Build on Your Medtech Vocabulary

1. What is a ***prefix***? _____
2. What is a ***root word***? _____
3. What is a ***suffix***? _____

> **Tip**
>
> Once you know the basics of medical terms, you can decode more difficult words.

Follow these steps when decoding:

1. Identify the ***suffix***.

   Example: *electrocardi**ogram***

   ogram = *record of*

2. Identify the ***root word***.

   Example: *electro**cardi**ogram*

   cardi = *the heart*

3. Identify the ***prefix***, if there is one.

   Example: ***electro**cardiogram*

   electro = *electrical*

✓ So, an ***electrocardiogram*** is an electrographic record of the heartbeat.

The New Paradigm vs The Old Cut-and-Paste Method

SOME IDEAS RELATING TO PROPORTIONS

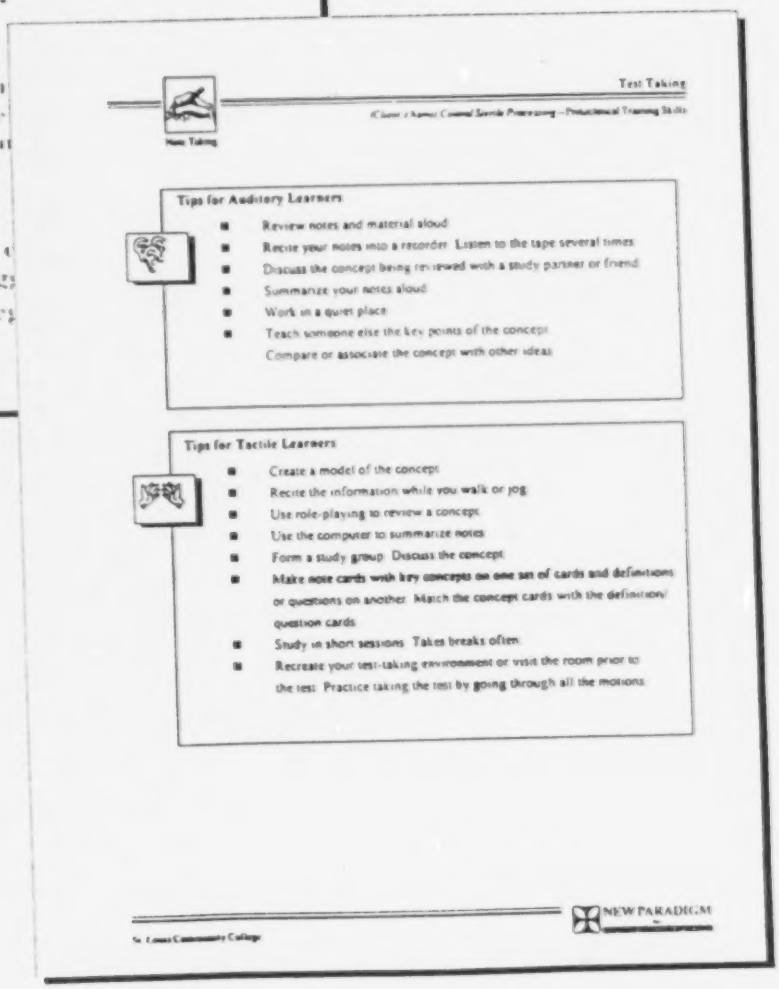
1. A simple proportion is made up of two pairs of "THINGS." Example--Eggs and Money.

2. In a proportion problem, you are given a complete pair and one half of another pair. You must find the other half.

PAIR #1 → $\frac{\bigcirc}{\bigcirc} = \frac{\$}{?}$ ← PAIR #2

3. The unit of measure with
the same. Don't mix: fee
minutes, pints and gallon
CONVERT!

4. Make sure you place the
one another. 6 eg
12 e



Test Taking

Note Taking

Tips for Auditory Learners

- Review notes and material aloud
- Recite your notes into a recorder. Listen to the tape several times
- Discuss the concept being reviewed with a study partner or friend
- Summarize your notes aloud
- Work in a quiet place
- Teach someone else the key points of the concept
- Compare or associate the concept with other ideas

Tips for Tactile Learners

- Create a model of the concept
- Recite the information while you walk or jog
- Use role-playing to review a concept
- Use the computer to summarize notes
- Form a study group. Discuss the concept
- Make note cards with key concepts on one set of cards and definitions or questions on another. Match the concept cards with the definition/question cards
- Study in short sessions. Takes breaks often
- Recreate your test-taking environment or visit the room prior to the test. Practice taking the test by going through all the motions

NEW PARADIGM

BEST COPY AVAILABLE

Use bold or italic text for single lines, single words or short phrases. Avoid all caps.*

Limit number of type faces to one sans serif and one serif–use them consistently.

Numbered material helps reader sequence and organize information.

Keep assignments short.

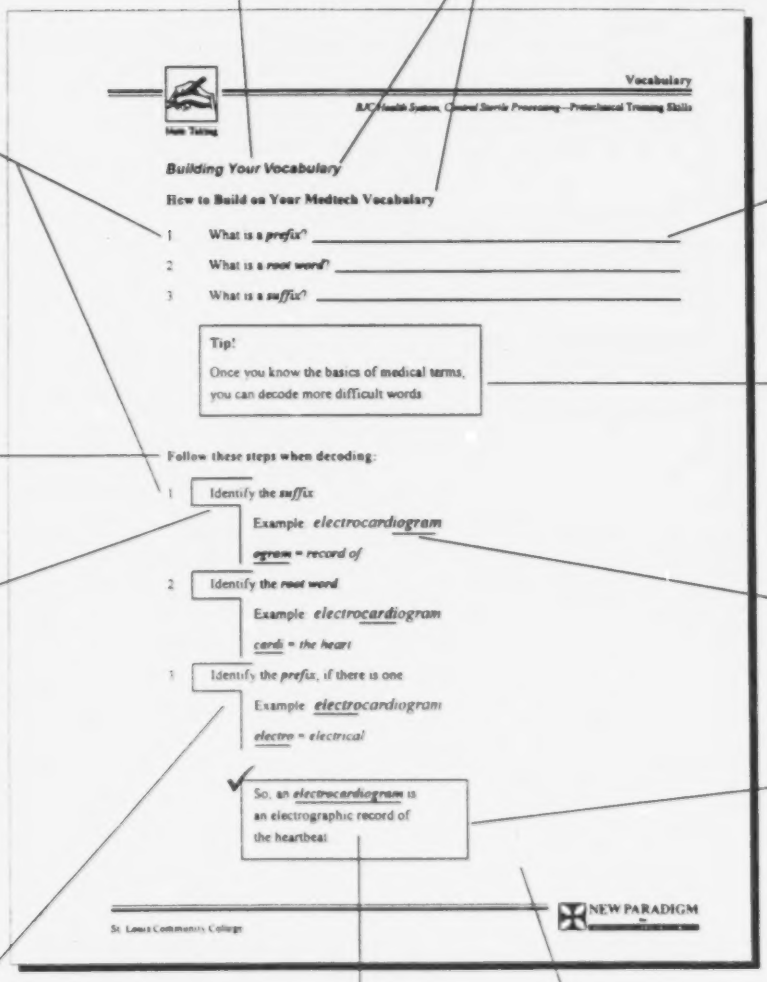
Boxed tip gives clear visual transition between topics.

Present one, main skill per page.

Outline closes visual gaps between steps, draws the reader through information, and "chunks" it into small, identical units.

Line tool underlines word without cutting through descenders (g, p, y, etc.)

Boxed conclusion visually closes and compacts the steps.


Vocabulary
Building Your Vocabulary
How to Build on Your Medtech Vocabulary
1 What is a prefix?
2 What is a root word?
3 What is a suffix?
Tip!
Once you know the basics of medical terms, you can decode more difficult words
Follow these steps when decoding:
1 Identify the suffix
Example electrocardiogram
ogram = record of
2 Identify the root word
Example electrocardiogram
cardi = the heart
3 Identify the prefix, if there is one
Example electrocardiogram
electro = electrical
So, an electrocardiogram is an electrographic record of the heartbeat
NEW PARADIGM

Keep writing specific and concrete; use parallel constructions to help organize material.

10-12 words/line maximum for most efficient reading.

Leave plenty of "white space" for note taking.

*Bold and italic type slows reading by av. 20 words/minute. All caps slows reading by av. 13%.

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Collaborative Instructional Design Process

Course Design

Analyze

- The needs and wants of the client drive the course.
- Sources of info on needs and wants are client's managers, supervisors, key technical people (e.g., engineers, quality crew, etc.), and expert line workers.

Pretest

1. Write course objectives.
2. Write course outline.
3. Review content and scope with client.
4. Revise and finalize course.
5. Write pretest.
   - Pretest synthesizes what will be taught, modeled.
   - Pretest provides the learner with an opportunity to demonstrate skills (process) as well as content.
   - Pretest should ask a variety of questions: factual, inference, and synthesis.
   - Pretest answers, "Did we meet our objectives?" and "Did they learn or achieve objectives?"

Materials Design

Write

1. Write outline for training manual.
2. Draft Ms for manual (combine content and process.)
   - Profile learners.
   - Design training activities.
   - Define strategic use of manual.
3. Draft collateral materials.

4. Ms Review & Revision Cycle
   - Establish deadline.
   - Distribute latest draft.
   - Review, revise, re-edit.

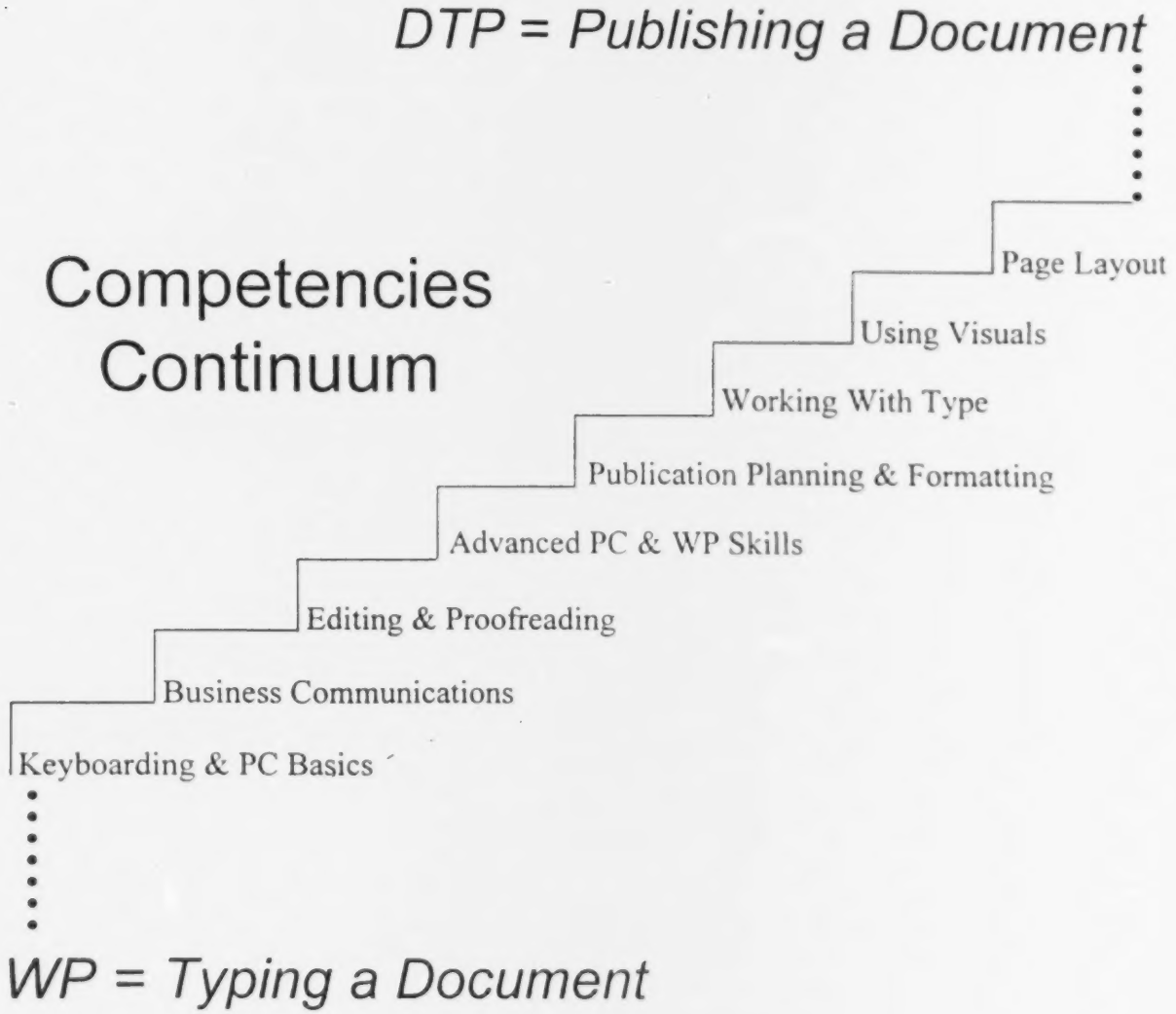
5. Ms Approval

Edit

1. Copyedit & typemark approved Ms & collaterals.
   - Maintain & distribute style referance materials for team.
2. Proof edited copy.
3. Check final art.
4. Coordinate production, print, delivery.

Produce

1. Design page system.
   - Learner Characteristics
   - Strategic Use
2. Prepare templates & master pages.
3. Maintain electronic style sheets.
4. Prepare graphics.
5. Lay out pages. (edited copy & graphics.)
6. Prepare final art for printer.


DTP = Publishing a Document
Competencies Continuum
Page Layout
Using Visuals
Working With Type
Publication Planning & Formatting
Advanced PC & WP Skills
Editing & Proofreading
Business Communications
Keyboarding & PC Basics
WP = Typing a Document

New Paradigm Software Tips

You can begin creating professional looking materials with a minimum investment in a full-featured word-processing software package. Most word-processing packages can save a document as a ***template,*** which you can use to create a consistent system of documents right from the beginning.

- A ***template*** is a special kind of file that becomes a blueprint for the text, graphics, and page layout for a particular type of document.

If you are using *Microsoft® Word 6 for Windows™* software, here's how to begin:

Creating a Template in 10 Easy Steps

1. On the Standard toolbar, click the New button.
2. From the File menu, choose Save As.
3. In the Save File As Type drop-down list, select Document Template.
4. In the File Name box, select the current name and replace it with the new name you want to give it. Word adds the template extension DOT when you save the file.
5. Click the OK button to save the new template. Word stores the template in a subdirectory called TEMPLATE in the Microsoft Word home directory.
6. Enter text in your document. Use headers and footers to organize standard information.
7. Place graphics, such as top and bottom rule lines, logo, etc.
8. Print your file and make any revisions you want.
9. On the Standard toolbar, click on the Save button.
10. From the File menu, choose Close.

Now your template is ready to use any time you want to build a document using these same formats.

> **Tip!**
> An easy way to create a template is to use an existing document that already has many of the formatting features you want.

New Paradigm Production Estimating Tips

1. Writing Tasks

- Information gathering (reviewing source material, interviewing), outlining, writing a first draft and proofreading, making two medium-sized revisions and proofreading (does not include creation of any artwork.)

- ***Time:*** average 2 to 3 hr./pg.

2. Word-Processing Tasks

- Keying in double-spaced, straight text from hand draft or printed material that is cleanly and clearly edited (straight text does not include multi-level outlines, math equations, tables and "tabbed" material, or graphics or any kind); proofing copy on screen; printing out draft; proofing draft on printed page; making corrections; spell checking a second time; printing finished page; proofing finished, printed page.

- ***Time:*** average 30 min./pg.

> **Tip!**
> In estimating labor for straight text entry, "wpm" typing speed has little direct bearing on cost. Typing speed is rarely sustainable at a high level due to factors that include distractions, interruptions, time spent interpreting hand writing, directions, etc.

3. Art and Copy-Editing Tasks

- Read manuscript to correct punctuation and grammar; prepare a detailed style sheet; make minor changes in spelling, capitalization, hyphenation, and use of numbers and abbreviations to conform to style sheet; use of structural styles to develop and communicate content; tone and pace in relation to audience; consistency of formatting throughout; coordination of text and artwork.

- ***Time:*** average for general (not developmental) copy editing 7 pg./hr.

Desktop References

These sources provide great information.

Berryman, Gregg. *Notes on Graphic Design and Visual Communication.* Menlo Park, CA: Crisp, 1991. *[A simple introduction to the fundamental techniques, concepts, and principles of visual communication. (46 pages)]*

Felici, James. *How to Get Great Type Out of Your Computer.* Cincinnati, OH: North Light Books, 1992. *[Tips for creating polished publications by using your computer as a typesetter. (135 pages)]*

Houp, Kenneth W., Thomas E. Pearsall and Elizabeth Tebeaux. *Reporting Technical Information,* Eighth Edition. Boston, MA: Allyn and Bacon. *[Good sections on writing collaboratively and on document design. (689 pages)]*

Judd, Karen. *Copyediting: A Practical Guide,* Second Edition. Menlo Park, CA: Crisp, 1990. *[Gives the hows and whys for kinds of editing and how each fits into the review, approval, and production cycle. (317 pages)]*

Kemp, Jerrold E. *The Instructional Design Process.* New York: Harper & Row, 1985. *[Explains key elements in instructional design plus the roles and responsibilities for the members of the design and publication team. Out of print, but worth a search. (301 pages)]*

Knutson, Joan, and Ira Bitz. *Project Management: How to Plan and Manage Successful Projects.* New York: American Management Association, 1991. *[Gives the how-to's of planning, documenting, and communicating a project. (198 pages)]*

Mathematics into Type, Revised Edition. Providence, RI: American Mathematical Society, 1979. *[Comprehensive style guide for math and technical typing. Picks up where other reference manuals leave off. Essential for technical writers. (90 pages)]*

Moore, Kristine. *Desktop Publishing Design.* Ann Arbor, MI: Mavis & Moore, 1992. *[A systematic, time-saving approach to graphic design basic in creating attractive, reader-friendly publications. (188 pages)]*

Microsoft® Word 6 for Windows™ Step by Step. Redmond, WA.: Microsoft Press, 1994. *[Easy-to-follow tutorial that will help you work efficiently while you learn the software. (@ 300 pages)]*

Attachment 1

External Evaluator Report

FINAL EVALUATION REPORT

NEW PARADIGM
FOR EFFECTIVE WORKFORCE SKILS

Workplace Literacy Services Center
St. Louis Community College

May 23, 1998

Sharon I. Slane, Ph.D.
Educational Consultant

7227 Colgate
St. Louis, Missouri 63130
(314) 727-7987 Phone
(314) 727-6783 Fax

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METHODOLOGY 2

RESULTS 2

APPENDICES

A. Training Outlines
B. Outcome Data by Participants
C. Summary of Training Evaluation
D. Focus Group Questions
E. Summary of Focus Group Discussions

Summary Evaluation Comments
New Paradigm Project

1. A brief review of the activities conducted over the four-year project period indicates that the project was highly successful in implementing the proposed training activities and was particularly creative in developing new contacts and relationships with the St. Louis business community.

2. While some of the dissemination activities initially proposed were not implemented, it was not the fault of the project but due rather to changes in administration or priorities on the part of participating business partners.

3. The project experience has led to a strong model for workplace training and support that can be implemented widely in St., Louis and elsewhere.

Introduction

This report summarizes the results of a brief study of the strengths, weaknesses, and on-the-job outcomes of the pilot implementation of the Workplace Success Project. Workplace Success was designed and implemented by the St. Louis Community College Workplace Literacy Service Center, in collaboration with the BJC Health System. The project grew out of a growing need to provide training and support for entry-level employees in order to instill a deep understanding of the "service culture" of the organization and to build a commitment for high levels of performance.

The Workplace Success Project was organized into the following three training components:

1. Employee Training (entry level/new hires)
    - 26 hours
    - To improve work performance and retention of entry level employees.
2. Supervisors' and Managers' Workshops
    - 10 hours
    - To provide an opportunity for supervisors and managers to develop coaching techniques and other support systems to enhance employee performance and retention.
3. Liaison Training
    - 28 hours
    - To develop the training skills of a select group of employees who would assist the supervisors in their training duties by acting as an employee training support group.

Training outlines for each component are included as Appendix A.

Methodology

A pre-post, experimental-control group design was used to collect and analyze outcome data. Entry-level employees hired after May 1997 were randomly assigned to either an experimental or control group. Ultimately, 25 participants received the experimental treatment (training) and 15 participants served as a control group. Supervisors and eight employee liaisons also participated in training activities.

Variables examined included job status at the end of the training period, absenteeism and tardiness over the project period, and pre-post supervisor ratings of communication skills, professionalism, and desire to succeed.

In addition to the outcome studies, participants were asked to complete individual, written evaluations of the training experience, and focus groups were conducted to identify project strengths, weaknesses, and perceived needs for continued or additional programming.

Results

Pre-Post/Experimental-Control Outcome Study

Participants	Forty (40) entry-level employees completed the program—25 experimentals and 15 controls.
Ethnicity	Over 95% of participants in both the experimental and control groups were African American.
Age	Participants ranged from 17-50 years of age, with the average in the early to mid-30s.
Gender	Of the 40 participants, 16 were females and 24 were males. The experimental group was made up of 14 females and 11 males. The control group contained 2 females and 13 males.
Job Status	Of the 40 participants, 29 are currently still in their jobs. There were 9 terminations or quittings—6 of these were from the experimental group. Three experimental participants were promoted. Four (4) corrective actions were noted among 3 experimental participants.

Absences/ Tardies — Regarding absenteeism, 84 percent of experimental participants and 79 percent of control participants had two or less absences during the project period. Regarding tardiness, 84 percent of the experimental participants and 86 percent of the control participants has two or less tardies.

Pre-post Supervisor Ratings of Job Performance

		Experimentals	Controls
Communication Skills:	Improved	8%	18%
	Dropped	25%	9%
	Same	67%	73%
Professionalism:	Improved	25%	27%
	Dropped	17%	0%
	Same	58%	73%
Desire to Succeed:	Improved	17%	18%
	Dropped	8%	0%
	Same	75%	82%

A coded list of participants and related outcome data is included as Appendix B.

Participant Evaluations of Training

Participants—including entry-level employees, liaisons, and supervisors—gave high ratings to the project training, including the training materials, training activities, and instructors. A summary of the training evaluation data is included as Appendix C.

Focus Groups

Between April 14 and April 20, five focus groups were conducted with entry-level employees, liaisons, and supervisors participating in the Workplace Success Project. In all, 25 participants took part in the focus groups designed to identify new skills gained as a result of the training, the extent of application of those skills, the overall strengths and weaknesses of the training, and next steps for the BJC organization in expanding and institutionalizing the program. Copies of the focus group questions for each group are included as Appendix D.

Overall, participants at all levels felt the program has considerable merit in helping new employees become acclimated to the BJC workplace and culture, learn appropriate workplace behaviors, and develop "survival" skills that will facilitate employees' abilities to become productive and motivated workers. However, most were unsure of the extent to which new skills were actually being applied on the job. Furthermore, while deemed extremely valuable, there was considerable confusion regarding the liaison role.

According to focus group participants, particular strengths of the training included the "good" information provided, the training materials and worksheets, and the instructors. Suggestions for improving the program included clarifying the liaison role and improving the screening and selection process.

Participants identified the following next steps for the BJC organization:

- Continue the program.
- Strengthen the liaison component.
- Expand the training to other employees.
- Get "buy in" from all levels by involving supervisors and others in program planning and decision making.

Summaries of focus group discussions with entry-level employees, liaisons, and supervisors are included as Appendix E.

Summary of Results

1. The experimental/control group study yielded essentially no differences between those receiving the training and control group participants. This is not surprising given the relatively small sample and the developmental nature of the project. Follow-up monitoring of participants receiving the training and other more subjective data may provide additional insight into the value of the Workplace Success Project at this point.

2. Participants at all levels—entry/new hires, supervisors, and employee liaisons—gave high ratings to the training program.

3. Participants at all levels felt the program has considerable merit in helping new employees become acclimated to the BJC workplace and culture, learn appropriate workplace behaviors, and develop "survival" skills that will facilitate employees' abilities to become productive and motivated workers. However, most were unsure of the extent to which new skills were actually being applied on the job

4. Participants suggested that the BJC organization: continue the program; strengthen the liaison component; expand the training to other employees; and get "buy in" from all levels by involving supervisors and others in program planning and decision making.

Appendix A
Training Outlines

BJC Workplace Success Project

Employee Training (Entry Level/New Hires)Outline

Goal: To improve work performance and retention of entry level employees.

(In keeping with the goals of the Workplace Success Project this is an interactive training.)

I. Pre-Assessment

This customized self-assessment will evaluate current workplace skills for the participant.

II. Succeeding in the Workplace

This section will enable participants to plan what they want to achieve in their work.

- Assessing Their Work Environment
- Choosing to Succeed

III. Speaking with Your Boss

This section will provide techniques for improving communication with Supervisors and Managers

- Choices
- Assertive/Aggressive/Passive Behavior
- Talking (I-Messages, Paraphrasing, Constructive Criticism)
- Listening
- Non-verbals
- Questioning
- Following Directions

IV. Speaking with Coworkers

This section will provide techniques for improving communication with coworkers using the same skill set covered in "Speaking With Your Boss."

V. Understanding Professionalism

This section will encourage participants to improve their

- Attitude
- Professional Language
- Time Management
- Problem Solving
- Appearance/Dress/Grooming
- Accountability
- Performance Appraisal

VI. Planning Your Future

This section will help participants create a career path.

- Advancement
- Resources
- Identifying Opportunities
- Leaving a Job
- Setting Goals

VII. Personal Plan of Action

This section will enable participants to create a specific long range plan for continued personal growth and development, and workplace success.

VIII. Post-Assessment

This customized self-assessment will allow participants to assess their skill development - needs to parallel with # I.

BJC Workplace Success Project

Supervisors' and Managers' Workshops Outline

Goal: To provide an opportunity for supervisors and managers to develop coaching techniques and other support systems to enhance employee performance and retention.

I. Pre-Assessment

This customized self-assessment will evaluate current workplace needs and how to address those needs.

II. Succeeding in the Workplace

Supervisors and managers will have the opportunity to evaluate what new employees need in order to succeed.

- New Employees' Needs
- Supervisors' and Managers' Needs

III. Review of the Workplace Success Program for New Employees

Supervisors and managers will have the opportunity to explore the topics in the Workplace Success Program as well as practice the topics to be presented in the program.

- Choices
- Assertive/Aggressive Passive Behavior
- Talking (I-messages, Paraphrasing, Constructive Criticism)
- Listening
- Non-verbals
- Questions
- Giving Directions

IV. Coaching

Supervisors and managers will have the opportunity to explore a variety of techniques which can improve employee performance.

- Coaching Activity
- Assessment of Coaching Video
- Coaching Techniques
- Learning Styles
- Case Study
- Tips
- Plan of Action

V. Creating Departmental Standards

This section will include creating solutions to common employee problems and documenting the ideas for a Supervisors' and Managers' Manual. This manual along with the employees manual will give the supervisors and managers a tool to help make department training easier and more efficient.

VI. Post-Assessment

This customized self-assessment will allow supervisors and managers to assess themselves and the course. Certificates will be awarded upon completion of the program.

BJC Workplace Success Project

Liaison Training Outline

Goal: ***To develop the training skills of a select group of employees who would assist the supervisors and managers in their training duties by acting as an employee training support group.***

I. Departmental Liaison Introduction

- Discussion of Departmental Training Needs
- Customer Service Projects at BJC
- The Role of Department Liaisons

II. Techniques Introduction

- Introduction to Learning Styles
- Introduction to Coaching Techniques

III. Entry Level Employee Training Sessions Participation

IV. Follow Up Problem Solving Sessions

Meetings between Workplace Literacy Services Center facilitator, department supervisor and liaison to discuss on the job challenges and to generate solutions

Appendix B
Outcome Data by Participants

WORKPLACE SUCCESS PROJECT

Name	Experimental/ Control	Job Status	Post Absences.	Post Tardies	Post Corrective Actions	Supervisor Ratings Pre/Post* Communication Skills	Profession-alism	Desire to Succeed
CHILDRENS FOOD & NUTRITION								
030	E	Quit or terminated						
031	C	Currently employed	0	1		S/S	S/S	S/S
032	E	Currently employed	1	16	1	S/S	S/S	S/S
033	C	Quit or terminated	5	2		S/S	S/S	S/S
034	E	Currently employed	0	0		A/S	S/S	S/S
035	C	Quit or terminated						
036	E	Quit or terminated						
037	C	Currently employed	0	5		B/S	B/S	B/S
038	E	Currently employed	0	2		S/B	B/B	B/B
039	C	Currently employed	3	4		S/S	S/S	S/S
040	E	Currently employed	1	6		S/S	B/S	S/S
DISPATCH								
021	E	Currently employed	1	1		A/A	S/A	S/A
022	E	Quit or terminated	3	1		S/S	S/B	S/S
023	E	Quit or terminated						
024	E	Quit or terminated						
025	C	Currently employed	0	2		A/A	A/A	A/A
026	E	Currently employed	0	0		S/A	S/A	S/A
027	C	Currently employed	0	1		S/A	S/A	S/A
028	E	Currently employed	1	1		S/S	S/S	S/S
029	C	Currently employed	1	0		S/S	S/S	A/A

* A = above average
S = satisfactory
B = below average

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Name	Experimental/ Control	Job Status	Post Absences.	Post Tardies	Post Corrective Actions	Supervisor Ratings Pre/Post* Communication Skills	Profession-alism	Desire to Succeed
BJ FOOD & NUTRITION								
001	E	Currently employed	2	3	1	S/B	S/B	B/B
002	E	Currently employed	0	0		/S	/S	/S
003	E	Quit or terminated						
004	E	Currently employed	1	2		S/S	S/S	S/S
005	E	Currently employed	5	0		S/S	S/S	A/S
006	E	Currently employed	1	1		S/S	S/S	S/S
007	E	Currently employed	1	2		/S	/S	/S
011	E	Currently employed	1	2		S	B	S
013	E	Currently employed	3	2	2	S/	B/B	B/S
015	E	Currently employed	0	0		/S	/S	/S
017	E	Currently employed/ Promoted	0	0		S/S	S/S	S/S
018	E	Currently employed	2	0		/S	/B	/B
019	E	Currently employed	0	0		/B	/B	/B
008	C	Currently employed	0	1		S/S	S/S	S/S
009	C	Currently employed	0	2		/S	/S	/S
010	C	Currently employed	0	0		S/S	S/S	S/S
012	C	Currently employed	0	1		A/S	S/A	A/A
014	C	Currently employed	1	0		/B	/S	/S
016	C	Quit or terminated						
020	C	Currently employed	6	2		B/B	S/S	S

* A = above average
S = satisfactory
B = below average

Appendix C
Summary of Training Evaluation

St. Louis Community College

Evaluation of Training
(Cumulative From All Evaluations)

Instructor(s): Staff

Date: *Spring 1998*

We would like your evaluation of: *BJC Workplace Success Program*

Please rate each item and add your comments.

Number of participants responding: 74

1. **To what extent is the manual helpful?**

☐ Helpful *(83%)* ☐ Somewhat Helpful *(16%)* ☐ Not Helpful *(.7%)*

2. **Did you find the practice activities in the manual useful?**

☐ Yes *(95%)* ☐ No *(5%)*

3. **What is the most useful learning activity in this workshop?**

Comments: *(verbatim)*

Only 62 responded to this question - those who responded in the areas listed:

- Communication techniques 39%
- Practice/role play 32%
- Learning styles 29%

4. **What other activities would you suggest to improve this workshop?**

Comments: *(verbatim)*

Only 37 responded to this question - those who responded in the areas listed:

- See a need for more workshop time or more employees trained in this area 43%
- See a need for additional training in an area (that was already covered) 32%
- See a need for follow-up workshops 12%
- Want even more interaction 13%

5. **Please evaluate the instructor(s) on their knowledge of the subject, presentation skills, and response to the questions:**

Subject Knowledge:	☐ Excellent *(86%)*	☐ Good *(14%)*	☐ Fair	☐ Poor
Presentation Skills:	☐ Excellent *(81%)*	☐ Good *(19%)*	☐ Fair	☐ Poor
Response to Questions:	☐ Excellent *(78%)*	☐ Good *(18%)*	☐ Fair *(4%)*	☐ Poor

6. **Please make any additional comments, which you feel would help us improve the quality of this program, (i.e., tasks, schedules, instructions, etc.)?**

The responses were extremely varied

7. **What other workshops or topics would you like to see offered?**

The responses were extremely varied

Appendix D
Focus Group Questions

Focus Group Questions – Participants
Workplace Success Project
April 14 & 20, 1998

1. What new skills have you gained as a result of your participation in the Workplace Success training?

2. To what extent have you been able to apply these skills in your work?

3. In your opinion, what were the major strengths of the training?

4. In what ways could the training be improved?

5. In your opinion, what are the major benefits to BJC of this kind of program, and what are important next steps for the BJC organization in order to make the program work?

Other outcomes/comments:

Focus Group Questions – Liaisons
Workplace Success Project
April 16, 1998

1. What new skills have participants gained as a result of their participation in the Workplace Success training?

2. To what extent have they been able to apply these skills in their work?

3. What new skills have you as a liaison gained as a result of your participation in the Workplace Success training?

4. To what extent have you been able to apply these skills in your work?

5. In your opinion, what were the major strengths of the training for participants? For liaisons?

6. In what ways could the training for each group be improved?

7. In your opinion, what are the major benefits to BJC of this kind of program, and what are important next steps for the BJC organization in order to make the program work?

Other outcomes/comments:

Focus Group Questions—Supervisors
Workplace Success Project
April 15 & 16, 1998

1. What new skills have participants gained as a result of their participation in the Workplace Success training?

2. To what extent have they been able to apply these skills in their work?

3. What new skills have liaisons gained as a result of their participation in the Workplace Success training?

4. To what extent have they been able to apply these skills in their work?

5. In your opinion, what were the major strengths of the training for participants? For liaisons? For supervisors?

6. In what ways could the training for each group be improved?

7. In your opinion, what are the major benefits to BJC of this kind of program, and what are important next steps for the BJC organization in order to make the program work?

Other outcomes/comments:

Appendix E
Summary of Focus Group Discussions

Summary of Focus Group Discussion – Participants (N=7)
Workplace Success: BJC Health System
April 14 & April 20, 1998

New skills gained as a result of the training:

- Problem solving
- How to work with supervisors and others
- Understanding the difference between "I" and "You" messages
- Recognizing and understanding body language
- Listening skills
- Preparing for a job interview
- Being on time for work
- Understanding that violence is not the way to solve problems
- Understanding the differences among passive, aggressive, and assertive behavior
- Developing a new perspective on "self"
- Patience
- Temper control

Extent to which new skills have been applied on the job:

- Yes, to a great extent
- In some instances skills have been applied.
- "Supervisors listen but they don't pay attention."

Strengths of the training:

- A lot of helpful information:

  learning about "I" and "You" messages
  eye contact
  problem solving
  conflict resolution

- Good instructor
- Good materials
- Role plays

Suggestions for improvement:

- Make sessions shorter.
- Provide a break.
- Provide refreshments.
- Include more role playing.
- Include less lecturing.
- Clarify the liaison role.
- Include more people in the course.
- Possibly mix departments to provide different perspectives.
- Bad timing for some participants (when training is scheduled near the end of a shift).

(Participants)

Next steps for BIC:

- Program has great potential.
- Everyone needs to take the course.
- Stress the program to supervisors and managers.
- Send supervisors to the class—"many don't know how to talk to employees."
- Provide similar training to established employees as well.
- Maintain the liaison component.

Summary of Focus Group Discussion – Liaisons (N=2)
Workplace Success: BJC Health System
April 16, 1998

New skills participants gained as a result of the training:

- "Some participants seemed to leave with a good understanding of the workplace and the importance of good communication."

- In one department:

  one participants had a greatly improved attitude
  one participant was promoted
  one participants went from part time to full time

- On the other hand, in the same department several employees either quit or were terminated.

- Reading body language
- Knowing when to speak up
- Voicing opinions
- Understanding the differences among passive, aggressive, and assertive behavior

Extent to which new skills have been applied on the job:

- Good application overall

New skills for liaisons as a result of the training:

- One department was unaware that liaisons were supposed to attend the training so they missed most of the sessions.

- A liaison from another department felt the training was valuable.

Strengths of the training:

- Good program overall
- Good information
- Good instructor
- "Really helped employees a lot"

Suggestions for improvement:

- "The selection process could be improved – not all were "new hires" and perhaps the strongest candidates weren't selected."
- Need a little more time.
- The instructor could have been more active in handling disruptive students.
- In one case, there was a room scheduling problem that resulted in a lot of lost time (different room every time – sometimes the class got kicked out of their room).

(Liaisons)

- Introduce liaisons early to new employees.
- Include liaisons in program planning.
- Consider mixed role sessions.

Next steps for BIC:

- Continue the program.
- The program is needed as part of the "service excellence" focus.

Summary of Focus Group Discussion—Supervisors (N=16)
Workplace Success: BJC Health System
April 15 & 16, 1998

New skills participants gained as a result of the training/application:

- "Some had a good understanding of the desired outcome and showed a lot of growth." Others did not."
- Success may depend on the type of person.
- Not necessarily any difference

The effectiveness of the liaison role:

- New employees really need this in the beginning.
- Not a lot of interaction with liaisons
- Liaisons may not have been aware they were supposed to identify themselves.
- The liaison role needs to be clarified.
- There is a misunderstanding about whether the liaison should focus on training or on rules and procedures.
- Liaisons need more time to work with individual employees.
- Some liaisons may not have the time to work with others.
- Only those who are available to help others should be selected as liaisons
- The liaison component is good, but there isn't much time to apply it.
- Some supervisors weren't aware of the liaison's responsibility to attend the training.
- Some supervisors weren't aware that liaisons were to get extra pay.

The effectiveness of supervisor training:

- "Enhanced some things you already know"
- Provided a new approach to problems
- "It was worth it."
- Good knowledge
- Could have been cut at least in half—10 hours to 5 hours
- The price in time commitment is too high

Strengths of the training/program:

- Good program overall
- Learning styles information
- Role plays
- Greatly helps in customer service
- Should affect attendance
- Puts employees "on the right track"
- Helps new employees feel more comfortable on the job

(Supervisors)

Suggestions for improvement:

- More people should be trained.
- Need better screening—only full-time people should be selected.
- Involve supervisors in planning—"because it was mandatory, you do it, but there was not good buy in."
- Get buy in at each level.
- "Launch this with everyone on the boat."
- The program is not very well supported as evidenced by the lack of discussion about it at staff meetings.
- No one has communicated about what happens next.

Next steps for BJC:

- Be willing to give time to liaisons to work with participants.
- BJC really needs this program. In the long run, it will help the organization and the employees."
- "The organization needs a program like this for the new generation of entry-level workers."
- "The organization needs to be seriously behind it."